DOCUMENT RESUME

ED 307 002 JC 890 248

AUTHOR Argumedo, Barbara J.
TITLE A Survey of Student Assessment and Remedial/Developmental Education in Michigan's Public Community Colleges.
INSTITUTION Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.
SPONS AGENCY Michigan State Board for Public Community and Junior Colleges, Lansing.
PUB DATE Jan 89
NOTE 146p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Community Colleges; *Developmental Studies Programs; *Educational Diagnosis; High Risk Students; Professional Development; Program Evaluation; *Remedial Instruction; *Remedial Programs; School Policy; Screening Tests; State Surveys; *Student Placement; Teaching Methods; Two Year Colleges; Two Year College Students
IDENTIFIERS *Michigan

ABSTRACT

In 1988, a study was conducted to examine student assessment and related remedial/developmental programs in Michigan's 29 community colleges. Administrators or instructors with direct responsibility for developmental education programs were surveyed regarding the existence of an institutional definition of and mission statement for remedial education; testing, assessment, and placement practices; instructional methods; program evaluation; student characteristics in fall 1987; professional development; and liaisons with high schools, adult education providers, and business and industry. Study findings, based on responses from all 29 colleges, included the following: (1) 72% of the colleges indicated that they required testing of all newly admitted students, though 86% said that testing could be waived; (2) nearly 50% of the colleges had mandatory placement in writing, 45% in reading, 34% in mathematics, and 10% in English as a Second Language; (3) 45% awarded full degree credit for remedial coursework, 28% awarded limited credit, and 21% awarded no credit; (4) 69% indicated that the grade earned in a remedial course was calculated in a student's grade point average; (5) remedial efforts were decentralized in 76% of Michigan's community colleges and centralized in 21%; (6) 66% had a system for monitoring student progress, and 48% reported that they tracked student success; and (7) in fall 1987, 16,024 students were enrolled in remedial math courses, 9,890 in remedial writing, 5,139 in remedial reading, and 2,690 in other remedial courses. The survey instrument is appended. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED307002

A SURVEY OF STUDENT ASSESSMENT AND REMEDIAL/DEVELOPMENTAL EDUCATION IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

Prepared for the
Michigan State Board
for Public Community and Junior Colleges

by
Dr. Barbara J. Argumedo
Higher Education Management Services
Community College Services Unit

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. H. Folkening

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

January, 1989

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 890 248

A Survey of Student Assessment
and Remedial/Developmental Education
in Michigan's Public Community Colleges

Executive Summary

The purpose of this study was to obtain a baseline on the nature of student assessment and related remedial/developmental efforts/programs in Michigan's 29 community colleges as perceived by administrators and instructors directly responsible for these efforts.

At the urging of community college presidents and with the support of the Michigan State Board for Public Community and Junior Colleges and the Executive and Research Committees of the Michigan Community College Association, this study was undertaken. This survey represents a snapshot in time -- college policies and practices as reported during July-August, 1988, and student demographic data of Fall term, 1987.

This study attempted to gather information regarding: an institution's working definition of remedial/developmental education; whether an institution has a "mission statement" addressing remedial/developmental education; the extent of required testing of newly admitted students; academic assessment practices; academic placement practices; whether a grade earned in a remedial/developmental course is included in a student's grade point average (GPA); whether remedial/developmental efforts are centralized; academic instructional practices; methods used to evaluate student and program efforts; the race, sex, and age of students who enrolled in one or more remedial/developmental courses for Fall term, 1987; the extent of professional development efforts in remedial/developmental education across institutions; and the extent of liaison relationships with feeder high schools, area high schools, adult education, and business and industry.

While community colleges in Michigan appear to be moving to the exclusive use of the term "developmental," the term "remedial" is still used to differentiate particular course offerings. Therefore, for the purposes of this study the decision was made to use both terms. Concurrently, the remedial/developmental advisory committee to this survey unanimously decided to use a portion of the American Association of Community and Junior College's definition of remedial/developmental education (November, 1987) which is as follows:

> The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

MAJOR FINDINGS

1. All but one community college agreed with the American Association of Community and Junior College's definition of remedial/developmental education which views remedial education as part of developmental education. The one community college that disagreed with AACJC's definition responded that "while by implication it touches on the affective domain, it does not highlight it".

2. Twenty-four of the community colleges (83%) reported that they have a mission statement which addresses remedial/developmental education.

3. Twenty-one of the community colleges (72%) reported that both full-time and part-time students are tested.

4. Twenty-five of the community colleges (86%) reported that testing can be waived. One institution responded that they do not test new admitted students.

5. When asked to report the methods used to identify students who need remediation, twenty-two community colleges (76%) reported that they use American College Testing ASSET, the most commonly reported assessment instrument, followed by Nelson-Denny (38%),the most commonly reported diagnostic instrument. Eleven schools (38%) also indicated that they use other methods to identify students in need of remediation such as counselor, instructor or student referral, and the use of high school records.

6. Nearly one-half of the colleges (14) reported **mandatory placement** in **writing** for those who have tested as needing it while thirteen (45%) reported mandatory placement in the area of **reading**. Slightly more than a third (34%) reported **mandatory** placement in the area of **math**. Three colleges (10%) reported mandatory placement in English as a Second Language (ESL) for those who have tested as needing it. (Nine colleges responded that testing is not applicable for ESL since they do not offer it.)

7. While nearly 72% of the community colleges require testing of newly admitted students, it would appear that most colleges are using counseled placement.

8. Thirteen colleges (45%) reported that they award full credit (i.e., elective, institutional; nontransferable in General Studies) toward a degree for remedial/developmental courses, while eight colleges (28%) reported that they award limited credit (varies by division and program); six (21%) reported that they award no credit.

9. Twenty community colleges (69%) reported that the grade earned in a remedial/developmental course is included in a student's GPA; six (21%) reported that the grade earned in a remedial/developmental course is not included in a student's GPA. Three colleges reported that some remedial/developmental grades are included in a student's GPA and some are not.

10. Remedial/developmental efforts are decentralized in 22 of Michigan's community colleges (76%) and centralized in six (21%). One college reported that they are moving to centralization.

11. Although more than 90% of the colleges reported that they engage in academic advisement and assessment, only 18 (62%) reported that "prescription for assistance" is part of their remedial/developmental efforts. Congruent with the latter finding, only 19 (66%) reported that they provide feedback to the faculty regarding the institution's remedial/developmental efforts, and even less, 16 (55%), reported that they provide feedback to the faculty regarding individual student progress.

12. In the evaluation area, 19 of the colleges (66%) reported that they employ a system for monitoring student progress and 14 (48%) reported that they track student success.

13. Course completion was the number one method used by the majority (28) of schools (97%) to evaluate individual student progress in remedial/developmental efforts. Next, was pre-test/post-test comparison (83%), followed by completion of modules/competency-based materials (59%). Five schools noted other methods to evaluate individual student progress (one school for each response): early warning notices from faculty, individual interviews, course grade, review of "borderline" students by the developmental team as a whole, and retention.

14. Only 14 of the institutions (48%) reported that their remedial/developmental efforts are evaluated on a yearly basis.

15. In the cognitive skills area, 28 colleges (97%) reported that basic skills and study skills are components of their remedial/developmental efforts. Surprisingly, only 13 of the respondents (45%) viewed critical thinking/reasoning skills as components of their remedial/developmental efforts while a lesser number, eight colleges (28%) reported technical literacy (in occupational areas) as a component of their remedial/developmental efforts.

16. With respect to tutoring, overall findings suggest that peer tutoring, and not professional tutoring, is the norm.

17. It was difficult for almost one-fourth of the colleges to identify the number of students by race and sex who enrolled in at least one or more remedial and/or developmental courses for Fall term, 1987, due to their present record keeping methods.

18. Colleges reported a total headcount of 31,053 students who enrolled in the areas of math (16,024), writing (9,890), and reading (5,139). An additional 2,690 students enrolled in other courses reported to be remedial or developmental in nature: for example, College Study Skills, Grammar and Punctuation, Psychology, and Chemistry.

19. In math, females outnumbered males in remedial/developmental enrollment across all racial groups.

20. In reading, enrollment was the same for male and female Hispanics (50%). However, female enrollment for Blacks, Asians, American Indians, and Whites surpassed their male counterparts.

21. In writing, enrollment was almost equal for White males (49%) and females (51%). However, for Black students, as was true in the areas of math and reading, female enrollment (61%) far exceeded male enrollment (39%). It is important to note that the pattern of Black male and female enrollment in remedial/developmental courses closely parallels overall Black college enrollment for Fall, 1987, in which males represented 31% of Black enrollment and females, 69%. For Hispanics, female enrollment (60%) far exceeded male enrollment (40%).

22. The largest group of students (45%) who enrolled in one or more remedial/developmental classes in Fall, 1987, were between the ages of 18 and 21. The second largest group of enrolled students (35%) were those between the ages of 22 and 34.

23. Twelve colleges (41%) reported that they have a professional development program that includes preparation of staff to work with underprepared students.

24. Although 45% of the colleges reported that they have no formal relationship with feeder high schools concerning remedial/developmental enrollment, a slightly higher number, (55%) reported that they have established communication linkages and/or engage in promotion/outreach activities with feeder high schools.

25. Only six schools (21%) reported that remedial/developmental enrollment information at their college is sent back to feeder high schools.

26. Twenty-one colleges (72%) reported that they do not have "an agreement" regarding "the delivery" of remedial/developmental education with area high schools, adult education, or business and industry. Five colleges (17%) reported that they have an agreement with adult education and six colleges (21%) reported that they have an agreement with business and industry regarding the delivery of remedial/developmental education.

27. The top five strengths of Michigan's community colleges' remedial/developmental efforts, as perceived by survey participants, were determined to be: faculty/staff, institutional support (administration, faculty, staff), cooperation and collaboration across departments, student benefits, and student assessment.

28. The five areas of concern regarding Michigan's community colleges' remedial/developmental efforts, as perceived by survey participants, were determined to be: lack of total college involvement and commitment, student placement, need for student tracking system, inadequate physical facilities, coordination and integration of academic courses and student services, and student assessment.

CONCLUSION

The survey was designed to obtain baseline information on student assessment and related remedial/developmental efforts in Michigan's 29 community colleges. The information presented in this study can assist college staff and state policy personnel to make more informed and knowledgeable decisions.

The survey shows that a number of issues require further study. Since 22 of the community colleges (76%) reported that remedial/developmental efforts are decentralized within their institution, future survey formats will need to accommodate this organizational structure. The toughest question which needs to be addressed by future research is whether remedial/developmental education makes any difference in the success rate of low ability students when they are compared to a control group of students with similar abilities. Part of this question is the problem of measuring student success: for example, the number of college-level English courses completed, student grades, and student retention --- each has been used as a measure. It is apparent, too, from the heterogeneous nature of the growing remedial/developmental population, that a statewide determination of the severity of overall student skill deficiencies is required. Although the present study treated tutorial services in a superficial manner, more information is needed on the number of students with remedial/developmental needs who may also be receiving tutorial assistance.

RECOMMENDATIONS

Community colleges are encouraged to develop a college-wide review committee to discuss implications of "A Survey of Remedial/Developmental Education in Michigan's Public Community Colleges" for adoption of those principles supportive of their local college philosophies and historical tradition. College administrators should assure that the college trustees adopt policies for remedial/developmental education.

Community Colleges Need to Determine If:

1. It is in the students' best interest to have centralized or decentralized remedial/developmental activities. These activities include academic assessment, career assessment, academic advisement, career planning/ counseling, academic placement, and remedial/developmental instruction.

2. Student academic assessment cut-off scores for remedial/developmental placement should be the same or vary according to the academic intent of the student (i.e., short-term retraining course, terminal occupational associate degree, transfer program to a four-year college).

3. Students should receive institutional or degree credit for remedial/ developmental courses.

4. The academic content of their remedial/developmental efforts encompass the skills needed to function successfully in college-level courses. These efforts should encompass literacy, basic skills, critical thinking/ reasoning skills, and technical literacy.

5. The faculty who teach remedial/developmental courses are trained in remedial/developmental, basic skills, or adult education instructional techniques.

6. Remedial/developmental services are available to both day and evening students.

Community Colleges Need To:

1. Develop closer linkages with the feeder high schools, since 45% of the students enrolling in one or more remedial courses are between the ages of 18 and 21. The activities with the local high schools would include sharing student assessment results on a regular basis and defining the skills needed for students to function successfully in college-level courses.

2. Develop closer linkages with local adult education agencies to coordinate adult education academic exit skill levels with the entry-level skills needed by students to begin college-level instruction.

3. Consider the creation of a multi-educational level remedial/developmental task force (high school, adult education, community college) for the purpose of collectively addressing how educational agencies can work together to lower the number of students needing remedial assistance. This effort would enable remedial/developmental educators from all educational levels to pool their resources, knowledge and expertise in addressing similar problems and concerns.

State Board of Education, Governor, Legislature Need To:

1. Recognize the role that Michigan's public community and junior colleges are playing in remedial/developmental education and support it accordingly.

2. Provide financial incentives to support faculty professional development in order to assure that community college faculty who teach remedial/ developmental courses are qualified.

A SURVEY OF STUDENT ASSESSMENT AND REMEDIAL DEVELOPMENTAL EDUCATION IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

FINAL REPORT

Prepared for the
State Board for Public Community and Junior Colleges

Coordinated by

Dr. Barbara J. Argumedo
Higher Education Management Services
Community College Services Unit

January, 1989

MICHIGAN PUBLIC JUNIOR AND COMMUNITY COLLEGES

1. Alpena Community College
2. Bay de Noc Community College
3. Delta College
4. Glen Oaks Community College
5. Gogebic Community College
6. Grand Rapids Jr. College
7. Henry Ford Community College
8. Highland Park Community College
9. Jackson Community College
10. Kalamazoo Valley Community College
11. Kellogg Community College
12. Kirtland Community College
13. Lake Michigan College
14. Lansing Community College
15. Macomb Community College
15. Mid Michigan Community College
17. Monroe County Community College
18. Montcalm Community College
19. Mott Community College
20. Muskegon Community College
21. North Central Michigan College
22. Northwestern Michigan College
23. Oakland Community College
24. St. Clair County Community College
25. Schoolcraft College
26. Southwestern Michigan College
27. Washtenaw Community College
28. Wayne County Community College
29. West Shore Community College

STATE BOARD OF EDUCATION

Cherry Jacobus, President

Annetta Miller, Vice President

Dorothy Beardmore, Secretary

Rollie Hopgood, Treasurer

Dr. Gumecindo Salas, NASBE Delegate

Barbara Dumouchelle

Marilyn F. Lundy

Barbara Roberts Mason

Governor James J. Blanchard
Ex-Officio

STATE BOARD FOR PUBLIC COMMUNITY AND JUNIOR COLLEGES

Shirley Perkins, Chairperson

Wallace B. Smith, Vice-Chairperson

Kathleen Straus, Secretary

Dr. Gladys Beckwith

Frank Mead

Dr. Norman Schlafman

James F. A. Turner

Bert Walker

ACKNOWLEDGMENTS

Special thanks are given to the many people who assisted in this project . . .

Ronald Root, James Folkening, Catherine Smith, and Maureen Neal, Michigan Department of Education, Higher Education Management Services, for their time spent in reviewing and critiquing initial drafts of the survey.

Bill Gale from the Industrial Technology Institute, Community College Liaison Office, Ann Arbor, for his hard work and assistance in construction of the survey instrument, tabulation of data and construction of charts which appear in this report.

Advisory Group of Community College Experts in Student Assessment Practices and Programs Related to Remedial and Developmental Education:

Dr. Guy Altieri, Washtenaw Community College
Mr. John Bolden, Wayne County Community College
Ms. Carole Edmonds, Kellogg Community College
Dr. Sirkka Gudan, Schoolcraft College
Mr. G. Edward Haring, Kellogg Community College
Mr. Allan Maar, Lansing Community College
Mr. John McDonald, Northwestern Michigan College
Ms. Jean Morciglio, Lansing Community College
Dr. Keith Shuert, Oakland Community College
Dr. Daniel Stenberg, Southwestern Michigan College
Dr. Marinus Swets, Grand Rapids Junior College
Dr. William Walters, Delta College
Dr. Carolyn Williams, Highland Park Community College
Dr. Donald Wing, Macomb Community College

Community college administrators and faculty at Ferris State University for agreeing to participate in the study.

Lansing Community College for agreeing to pilot the survey instrument and for providing constructive feedback.

Robyn Sutfin for her secretarial assistance in typing the final report.

Support from the Michigan Community College Association Executive and Research Committees.

TABLE OF CONTENTS

Acknowledgements ii

List of Tables. vi

List of Figures vii

List of Appendices. viii

Prologue 1

Purpose and Scope 1

Significance of the Study 2

Methodology of the Study 2

Findings

1. Do You Agree With the American Association of Community and Junior College's Definition of Remedial/Developmental Education? 3

2. Existence of "Mission Statement" or Set of "Strategic Goals" Which Address Remedial/ Developmental Education 3

3. College's Policy of Testing Newly Admitted Students 4

4. Can the Testing Requirement of Newly Admitted Students Be Waived? 4

5. Conditions Under Which Testing May Be Waived 4

6. Methods Used to Identify Students Who Need Remediation 7

7. Assessment Methods With Which Colleges Are Dissatisfied 7

8. Is Placement in Remedial/Developmental Courses Mandatory for Those Tested as Needing It in Reading Math, English as a Second Language, Other? 15

Findings

9. Amount of Credit Toward Degree Granted for Remedial/Developmental Courses 17

10. Institution's Policy Regarding Grade Earned in a Remedial/Developmental Course. 17

11. Remedial/Developmental Efforts -- Centralized or Decentralized? 17

12. Components of Remedial/Developmental Efforts 21

13. Delivery Methods of Remedial/Developmental Efforts 23

14. Maximum Student-Teacher Ratio in Remedial/ Developmental Courses 25

15. Methods Used to Evaluate Individual Student Progress in Remedial/Developmental Efforts 25

16. How Often Are Remedial/Developmental Efforts Evaluated? 25

17. When Was Last Formal Evaluation of Remedial/ Developmental Efforts Conducted? 29

18. Number of Students by Race and Sex Who Enrolled in at Least One or More Remedial/Developmental Courses for Fall Term, 1987 29

19. Enrollment Summary of Students by Age Who Enrolled in at Least One or More Remedial/Developmental Classes in Fall, 1987 32

20. How Are Students Advised About Remedial/ Developmental Courses and Services? 32

21. Does College Have a Professional Developmental Program That Prepares Staff to Work with Underprepared Students? 34

22. Liaison Relationship with Feeder High Schools Concerning Remedial/Developmental Enrollment 34

23. Is Remedial/Developmental Enrollment Information Sent Back to Feeder High Schools? What Information? 35

24. Does Community College Have An Agreement Regarding Delivery of Remedial/Developmental Education with Area High Schools, Adult Education, Business and Industry, or Is There No Agreement? 35

Findings

25. Five Strengths of Remedial/Developmental Efforts in Michigan's Community Colleges 35

Five Areas of Concern of Remedial/Developmental Education in Michigan's Community Colleges 35

26. Colleges' Descriptions of Their Remedial/ Developmental Efforts or Program(s) 38

Conclusion/Recommendations 39

LIST OF TABLES

Table

1. What Methods Do You Use to Identify Students Who Need Remediation? 8

2. Which of the Following Are Components of Your Remedial/Developmental Efforts? 22

3. Please Identify the Number of Students by Race and Sex Who Enrolled in One or More Remedial and Developmental Courses for Fall Term, 1987. 30

4. Please Provide An Enrollment Summary of Students by Age Who Enrolled in One or More Remedial/Developmental Classes in Fall, 1987 33

LIST OF FIGURES

Figure

1. Which of the Following Apply to Your College Testing of Newly Admitted Students? 5

2. If Testing is Required of Newly Admitted Students, Can the Requirement Be Waived? 6

3. Is Placement in Remedial/Developmental Courses Mandatory for Those Who Have Tested as Needing It in the Following Areas? 16

4. How Much Credit Toward a Full Degree Does Your Institution Grant for Remedial/ Developmental Courses? 18

5. What Is Your Institution's Policy Regarding the Grade Earned in a Remedial/Developmental Course? 19

6. Are Remedial/Developmental Efforts Centralized or Decentralized Within Your Institution? 20

7. How Are Remedial/Developmental Efforts Delivered? 24

8. Student-Teacher Ratio/Traditional Class 26

9. What Methods Do You Use to Evaluate Individual Student Progress in Remedial/Developmental Efforts? 27

10. How Often Are Remedial/Developmental Efforts Evaluated, Either Formally or Informally? 28

11. Is Remedial/Developmental Enrollment Information at Your College Sent Back to Feeder High Schools? 36

12. Does Your Institution Have an Agreement Regarding the Delivery of Remedial/Developmental Education with Any of the Following? 37

INTRODUCTION

Prologue

Prior to the initiation of this study, limited data existed on the nature of student assessment and related remedial/developmental efforts in Michigan's 29 public community and junior colleges. At the urging of community college presidents and with the support of the Michigan State Board for Public Community and Junior Colleges and the Executive and Research Committees of the Michigan Community College Association, this study was undertaken. This survey represents a snapshot in time -- college policies and practices as reported during July-August, 1988, and student demographic data of Fall term, 1987.

Purpose and Scope

The purpose of this study was to obtain a baseline on the nature of student assessment and related remedial/developmental efforts/programs in Michigan's 29 community colleges as perceived by administrators and instructors directly responsible for these efforts. This study attempted to gather information regarding: an institution's working definition of remedial/developmental education; whether an institution has a "mission statement" addressing remedial/developmental education; the extent of required testing of newly admitted students; academic assessment practices; academic placement practices; whether a grade earned in a remedial/developmental course is included in a student's G.P.A.; whether remedial/developmental efforts are centralized; academic instructional practices; methods used to evaluate students and program efforts; the race, sex, and age of students who enrolled in one or more remedial/developmental courses for Fall term, 1987; the extent of professional development efforts in remedial/developmental education across institutions; and the extent of liaison relationships with feeder high schools, area high schools, adult education, and business and industry.

In structuring the scope of this study, consideration was given to the concept of "remedial" and "developmental" education. While community colleges in Michigan appear to be moving to the exclusive use of the term "developmental," the term "remedial" is still used to differentiate particular course offerings. Therefore, for the purposes of this study the decision was made to use both terms. Concurrently, the remedial/developmental advisory committee to this survey unanimously decided to use a portion of the American Association of Community and Junior College's definition of remedial/developmental education (November, 1987) which is as follows:

> The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

LIST OF APPENDICES

Appendix

1. A Survey of Remedial/Developmental Education in Michigan's Public Community Colleges 41

2. Does College Have a Professional Development Program That Prepares Staff to Work with Underprepared Students? 42

3. Five Strengths of Remedial/Developmental Efforts in Michigan's Community Colleges 43

   Five Areas of Concern of Remedial/Developmental Education in Michigan's Community Colleges 43

4. Survey Transmittal Letter to Community College Presidents. 46

5. References (Available Upon Request)

6. Narrative Descriptions of Remedial/Developmental Efforts or Program(s) at Michigan's 29 Community Colleges -- Question 26 (Available Upon Request)

Significance of the Study

Remedial education is not a new educational trend. In fact, as noted by Piland[1], American higher education has had over 100 years' experience with remedial education. Whether we are more effective in addressing the remediation needs of individuals than we were 100 years ago remains to be seen. However, with the deindustrialization of our economy and the need to prepare and retrain our work force, the remediation needs of our citizenry have never been greater nor more apparent. The employability skills needed by today's work force far exceed one's ability to read, write, and compute. For example, even workers in the lowest paying occupations are being asked to engage in participatory problem solving within a "team" or "group". Coupled with the organizational change in the work environment, focus has shifted from "individual" production of a product to "an understanding of how" the product was produced. Following suit, remedial/developmental educators are now reevaluating their pedagogical practices in terms of what is needed to become a productive worker and citizen in today's world. This study is significant in that it attempts to capture in a holistic, descriptive manner what is going on in Michigan's community colleges in the areas of student assessment and related remedial/developmental education. It affords a starting point from which to examine current trends in student assessment and related remedial/developmental practices. For developmental educators, the survey provides a potential resource tool as community colleges, which are autonomous in Michigan, individually attempt to improve and restructure their remedial/developmental efforts.

METHODOLOGY OF THE SURVEY

Initial efforts began with a request to other State Directors of community colleges to share the results of any studies that had been conducted on student assessment and remedial/developmental education.

Prior to the official administration of the survey, a representative group of community college experts in the fields of student assessment and remedial/developmental education was invited to the Department of Education to decide on the overall focus and content of the survey. Upon achieving consensus, the survey instrument was developed and piloted.

The first statewide survey of student assessment and related remedial/developmental education was conducted from July 12 through August 5, 1988. All 29 public community colleges completed the survey. At each institution, the president was asked to designate one individual who would be responsible for ensuring that all appropriate staff were notified and had input into the completion of the survey. The administrators responsible for academic instruction and student services at each college received a copy of the letter sent to their president. Institutions were advised that the number of individuals assisting in the completion of the survey might vary from one to many, although the expectation was that only one survey would be returned from each college. For this reason, it was recommended that each institution form a committee representative of the various remedial/developmental efforts as a means to coordinate the completion of a single survey form. Colleges were told that the survey was <u>not</u> a study of program effectiveness and that individual confidentiality would be assured. Colleges were, however, asked to indicate the names and titles of persons completing the survey.

---

[1]Piland, William E. (1983). <u>Remedial Education in the States</u>, a study sponsored by the National Council of State Directors of Community/Junior Colleges.

Eighty-three individuals contributed to the completion of the surveys. Of this number, 76% were administrators (e.g., Vice President/Dean of Instruction, Dean of Students, Director of Learning Skill Centers, Developmental Education, Academic Support Services, Registrar). Ten percent were instructors (e.g., Developmental Study Skills, Reading, Math, Remedial/Developmental Education, Computer Science); 8% were research analysts (e.g., special projects and research, computer systems, budget); and 6% were other.

Upon completion of the surveys and a preliminary analysis of the survey results, the advisory group of community college experts was reconvened to discuss and decide upon an appropriate means to report the survey data. The survey instrument is included in Appendix 1.

FINDINGS

Question 1:

Once again, read the definition of remedial/developmental education on the previous page. For purposes of operating your own program, do you agree with this definition?

> The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

Finding:

With the exception of one institution, all respondents agreed with the American Association of Community and Junior Colleges' definition of remedial/developmental education. That is, remedial instruction is viewed as part of developmental education. The one community college that disagreed with AACJC's definition responded that "while by implication it touches on the affective domain, it does not highlight it".

Question 2:

Does your institution have a "mission statement" or set of "strategic goals" in which remedial and/or developmental education is addressed?

Finding:

Twenty-four of the colleges (83%) reported that they have a mission statement which addresses remedial/developmental education. The most common wording, which was derived from college goal statements, senate handbooks, college catalogues, and Board of Trustee statements, referenced preparatory

and developmental courses or education. The second most common wordings referenced basic skill development and remediation necessary to function at the postsecondary level or in specific skill areas (e.g., reading, communications, mathematics, writing). The term "literacy" was referenced once.

Question 3:

Finding:

As Figure 1 illustrates, 21 of the community colleges (72%) reported that both full-time and part-time students are tested.

Nine community colleges reported that all newly admitted students are tested.

Three community colleges reported that testing is optional.

No community college reported that there is no testing.

Question 4:

If testing is required of newly admitted students, can the requirement be waived?

Finding:

As illustrated by Figure 2, twenty-five of the community colleges (86%) reported that testing can be waived. One institution, Henry Ford Community College, responded that they do not test newly admitted students.

Question 5:

Under what conditions is testing waived? (Please explain.)

Finding:

A tabulation of the responses from 25 community colleges revealed four general conditions under which testing can be waived:

1. Special Circumstances (e.g., ACT/SAT scores available, student has already completed developmental English and math courses, student has earned an Associate Degree).

2. Non-degree Seeking (e.g., high school guest student, student enrolling in personal interest or non-credit courses).

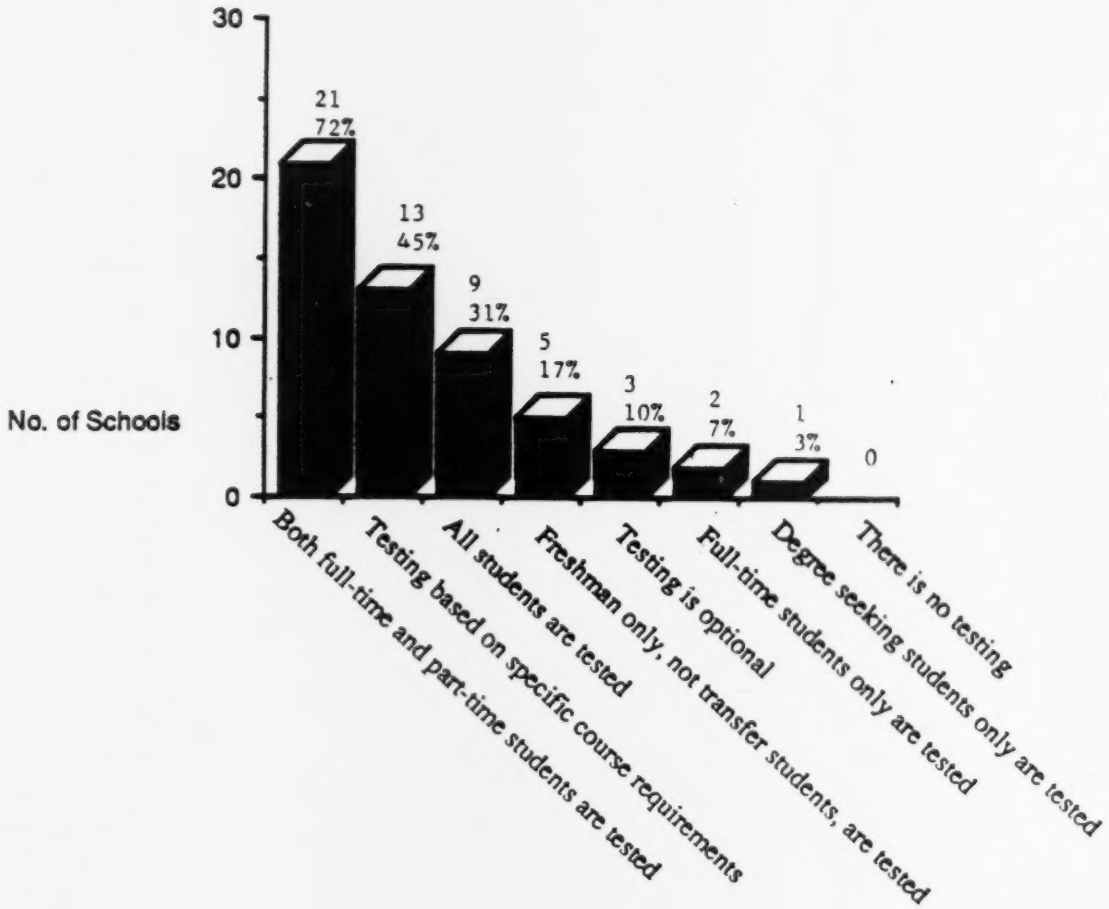
3. Transfer Students (who have successfully completed math, English, or a certain number of credit hours).

4. Special Permission

FIGURE 1

Question 3.

WHICH OF THE FOLLOWING APPLY TO YOUR COLLEGE TESTING OF NEWLY ADMITTED STUDENTS? [1]

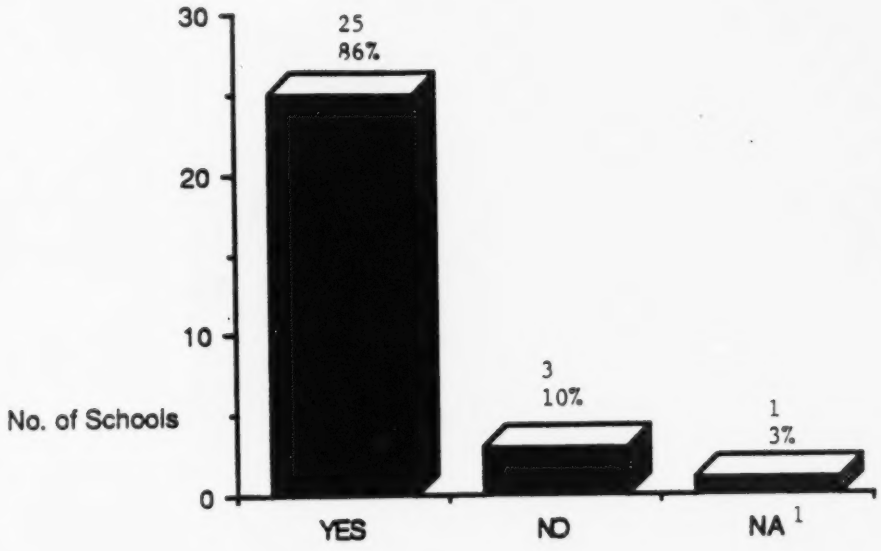


1. The responses from Grand Rapids J.C. apply only to their day students.

FIGURE 2

Question 4.

IF TESTING IS REQUIRED OF NEWLY ADMITTED STUDENTS, CAN THE REQUIREMENT BE WAIVED?



1. Does not include figures from Henry Ford C.C.; they do not test newly admitted students.

Question 6:

What methods do you use to identify students who need remediation? (Please check the tests you use.)

Finding:

As shown in Table 1, twenty-two community colleges (76%) reported that they use ASSET Language Usage, Reading, and Numerical components; while 12 colleges (59%) reported that they also use the Algebra component.

Eleven colleges (38%) reported use of The Nelson-Denny Reading Test.

Eleven of the colleges (34%) reported the use of other methods to identify students in need of remediation:

- Instructor/counselor referral (79%)
- Student referral (62%)
- High school records (59%)

Other tests which colleges reported using are found in the contents of Table 1.

Question 7:

Of the methods you use from the previous lists, are there any with which you are dissatisfied?

Finding:

Fourteen of the community colleges (48%) reported some dissatisfaction with their current methods used to identify students who need remediation. These responses can be grouped into four general categories: ASSET Test, High School Transcript, College-developed Tests, and College Approach. Particular criticisms are noted below.

ASSET Test: (Responses from seven community colleges)

- Would prefer ASSET had a writing sample with the Language Usage subtest.
- Language Usage section of ASSET is not always an accurate reflection of student's writing capabilities.
- Language Usage test alone is not as strong as it should be.
- Concerned about ASSET discrimination at the lower levels.
- ASSET Reading and Nelson-Denny Test correlation -- discrepancy in comprehension, grade level and actual student ability.
- ASSET has only one form.
- The mathematics section tests reading skills versus mathematics computation as 38% of the problems are story problems.
- Cut-off scores need review.

Question 6.

WHAT METHODS DO YOU USE TO IDENTIFY STUDENTS WHO NEED REMEDIATION?

	ASSET	Language Usage	Reading	Numerical	Algebra	Advanced Language Usage	College Board MAPS	College Board CLEP	Nelson-Denny	Other
Alpena		x	x	x	x				x	
Bay de Noc		x	x	x	x					
Delta		x	x	x	x					x
Glen Oaks		x	x	x	x					
Gogebic		x	x	x	x					x
Grand Rapids		x	x	x						
Henry Ford		x							x	x
Highland Park		x	x	x	x	x				
Jackson			x	x						
Kalamazoo		x	x	x	x					x
Kellogg		x	x	x	x					x
Kirtland		x	x	x	x				x	
Lake Michigan		x	x	x	x				x	
Lansing							x		x	x
Macomb		x	x	x	x				x	x

TABLE 1a.

	ASSET	Language Usage	Reading	Numerical	Algebra	Advanced Language Usage	College Board MAPS	College Board CLEP	Nelson-Denny	Other
Mid Michigan									x	x
Monroe		x	x	x						
Montcalm		x	x	x	x					
Mott									x	
Muskegon									x	x
North Central										
Northwestern		x	x	x	x			x		
Oakland		x	x	x	x					
Schoolcraft		x	x	x	x					
Southwestern							x			
St. Clair		x	x	x	x				x	
Washtenaw		x	x	x						
Wayne County		x	x	x						
West Shore		x	x	x	x				x	x
TOTAL		**22**	**22**	**22**	**17**	**1**	**2**	**1**	**11**	**10**
% of Schools		**76**	**76**	**76**	**59**	**3**	**7**	**3**	**38**	**34**

TABLE 1b.

	Other Methods	Instructor/Counselor Referral	Student Referral	High School Record	ACT Scores	Other
Alpena		x	x	x	x	x
Bay de Noc		x	x	x		x
Delta		x	x	x		
Glen Oaks						
Gogebic		x		x	x	
Grand Rapids		x	x	x	x	x
Henry Ford				x	x	
Highland Park						
Jackson						
Kalamazoo		x				
Kellogg		x	x	x		
Kirtland		x	x			
Lake Michigan		x				
Lansing		x	x	x		x
Macomb		x	x	x		x

TABLE 1c.

	Other Methods	Instructor/Counselor Referral	Student Referral	High School Record	ACT Scores	Other
Mid Michigan		x	x			
Monroe		x	x	x	x	
Montcalm		x	x			
Mott		x	x	x	x	
Muskegon		x		x	x	
North Central		x	x			
Northwestern		x		x	x	
Oakland		x	x	x		x
Schoolcraft		x	x	x	x	x
Southwestern						
St. Clair		x	x	x	x	
Washtenaw						
Wayne County		x	x			
West Shore		x	x	x	x	
TOTAL		**23**	**18**	**17**	**11**	**7**
% of Schools		**79**	**62**	**59**	**38**	**24**

TABLE 1d.

College Developed Tests:

Math	8	28%	(Alpena, Lake Michigan, Lansing, Macomb, Mott, Muskegon) North Central, Washtenaw
Writing	11	38%	(Alpena, Gogebic, Grand Rapids, Jackson, Kirtland, Lansing) Macomb, Mott, Oakland, St. Clair, Washtenaw
English *	3	10%	(Gogebic, Lansing, Muskegon)

*includes reading and spelling

TABLE 1e.

Question 6

Other Standardized Tests

- Referral from outside agencies, i.e. Vocational Rehabilitation Services

- ACT Scores

- Elementary Algebra Skills - College Board Test

- SRA Writing Skills

- Reading Progress Scale
  College English Placement Test
  English Placement Test (for ESL)

- Gates-MacGintie Reading Test
  Comprehensive Test of Basic Skills
  McGraw-Hill Writing Test
  Wide Range Achievement Test/Math Levels
  University of Michigan, English Language Institute
    1. English Achievement Series
       a. Sentence Structure
       b. Vocabulary
    2. Michigan Test of English Language Proficiency
  Toledo Chemistry Placement Exam, American Chemical Society
  McGraw-Hill Test of Adult Basic Education, Level D, Form 3
  Differential Aptitude Test (DAT)

- College Board Assessment and Placement Service

- Pre-tests for CAI programs produced by Random House: Fractions, Decimals, Percents, Writing, Punctuation, and Spelling

- Does not have computerized testing component or enough questions or a Form B that could be used for exit testing and/or retesting.

- One college noted that they were satisfied with college-developed tests but switched to the nationally-normed instrument (ASSET) to satisfy the federal government's requirements for financial aid recipients.

December 1, 1988, Interview on ASSET Services

An interview with Dr. John Roth, Director of ASSET Services, ACT National Headquarters, on December 1, 1988, yielded the following information regarding revisions which are anticipated to occur in the enhanced version of ASSET, targeted for May, 1989, release:

1. There will be more than one test form available to evaluate reading, numerical, and writing skills.

2. Although there will be no written essay component in the enhanced version of ASSET, according to Dr. Roth, there will be an Objective Writing Skills component to measure more complex skills. An important change would appear to be that the Language Usage component will no longer employ a single correct/incorrect format but instead a four multiple choice response format. Finally, the Language Usage component is expected to include more than the mechanics of grammar; equal emphasis is also to be placed on sentence structure and rhetorical skills [i.e., sentence organization and the style of writing].

3. Per the consensus of ten mathematics faculty representatives who met with ASSET's test development staff, there will be a reduced emphasis on story problems within the Numerical Skills component. According to Dr. Roth, the faculty members wanted a test that would measure whether students have acquired prerequisite math skills to assist in further placement.

4. Concerning cut-off scores: As explained by Dr. Roth, raw scores can be converted to standardized scores defined by ACT the through National Scaling Studies. Placement decision scores are determined at the local institution and can be studied and evaluated through the use of the ASSET Grade Experience Tables.

High School Transcript: (Responses from two community colleges)

- Is not an accurate measure (grade point average [GPA] can be inflated or special education mainstreamed).
- Should try to utilize high school records to identify high-risk students.

College-developed Tests: (Responses from two community colleges)

- May not identify all problem areas.
- Planning comparative evaluation between ASSET and our college-developed tests.

College Approach: (Responses from six community colleges)

- Considering expanding the program to include ACT and high school grades.
- Would like more definitive instruments (high school records, ACT scores, personal interviews).
- Planning to further refine our identification methods by including a more diagnostic instrument for those students who fall below 100-level classes on ASSET.
- Testing effort is not sufficiently unified across programs.
- Student referral is not systematic; counselor/instructor referral is not systematic.
- Math assessment/currently reviewing College Board MAPS (Multiple Assessment Programs and Services and DAT (Differential Aptitude Test)
- Considering expanding the program to include ACT and high school grades.

As demonstrated in the responses above, a number of community colleges are evaluating whether their present assessment methods are adequate and accomplishing their intended objectives.

Question 8:

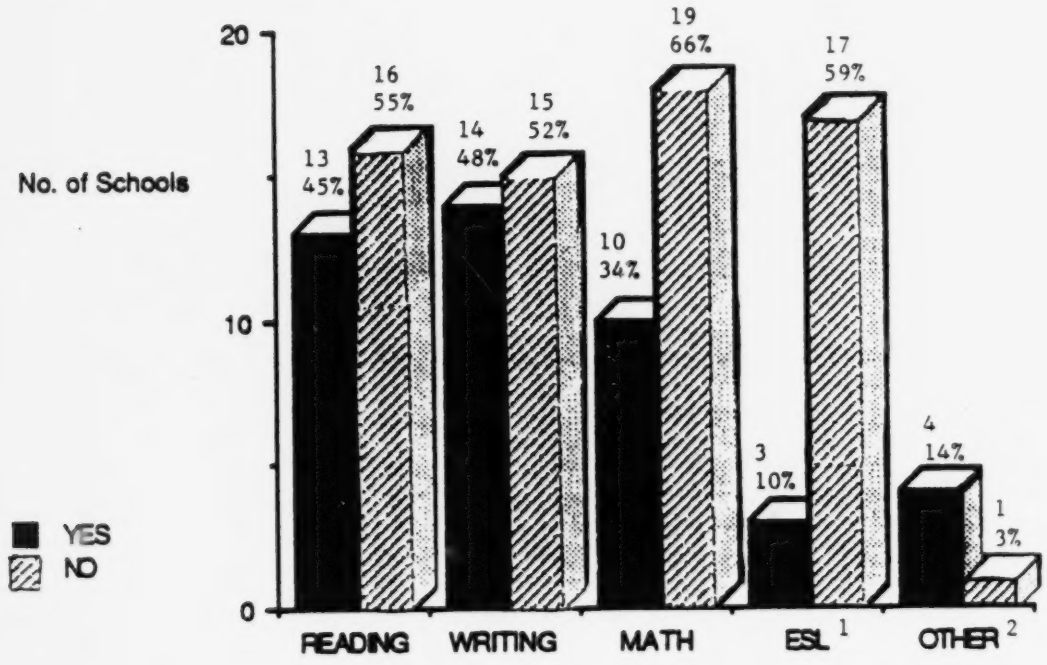
Finding:

As shown in Figure 3, fourteen of the colleges (48%) reported that placement is mandatory in the area of **writing** for those who have tested as needing it. Ten colleges (34%) reported that placement is mandatory in the area of **math**, and three colleges (10%) reported that placement is mandatory in **ESL** for those who have tested as needing it. Nine colleges responded that testing is not applicable for ESL since they do not offer it. One college each responded that placement is mandatory for those who have tested as needing it in Psychology 101, Pre-composition, and College Success Strategies. It should be noted that the structure of the question did not make it possible to infer whether all students must take remedial/developmental courses if they do not need them for their curricular area.

FIGURE 3

Question 8.

IS PLACEMENT IN REMEDIAL/DEVELOPMENTAL COURSES MANDATORY FOR THOSE WHO HAVE TESTED AS NEEDING IT IN THE FOLLOWING AREAS?



1. Nine schools responded "Not Applicable" for ESL.
2. Other areas for mandatory placement (one school for each response):

Yes	No
Psych 101	Spelling
Pre-composition	
College Success Strategies	

Question 9:

Finding:

As shown in Figure 4, thirteen colleges (45%) reported that they award full credit toward a degree for remedial/developmental courses, while eight colleges (28%) reported that they award limited credit, and six (21%) reported that they award no credit.

Full credit was described by three institutions in terms of "elective" credit or "institutional" credit. One college noted that they award full credit which is not transferable in General Studies.

Lansing Community College reported that limited credit at their college varies by division and program. Additionally, they noted that limited credit applied to Arts and Sciences degrees and includes some, but not all, developmental courses. They noted that one college degree, Associate General, gives full credit to all courses.

Six colleges reported that they award no credit toward a degree for remedial/developmental courses: **Gogebic**, **Kirtland** (with the exception of English 090, Fundamentals of English 3, three credits toward some vocational program), **Mid Michigan**, **Schoolcraft**, **Washtenaw** (no credit for English as a Second Language classes), and **West Shore**.

Since remedial/developmental efforts are decentralized in the majority of community colleges across program areas, it is conceivable that program and/or curriculum requirements regarding the amount of remedial/developmental credit allowed toward a degree may also vary.

Question 10:

Finding:

As shown in Figure 5, twenty community colleges (69%) include the grade earned in a remedial/developmental course in a student's GPA; six (21%) do not: **Lake Michigan**, **Mid Michigan**, **Montcalm**, **Mott**, **Northwestern**, and **West Shore**. Schoolcraft College reported that they are "exploring possibilities of offering pass/fail grades or excluding developmental courses from GPA calculations."

Feedback from colleges which have chosen not to include remedial/developmental grades in a student's GPA indicate that they have chosen to use alternative grades (e.g., Q/NQ [Qualify/Not Qualify], S/U [Satisfactory/Unsatisfactory], P/NC [Pass/No credit]).

Finally, three colleges reported that some remedial/developmental grades are included in a student's GPA and some are not.

Question 11:

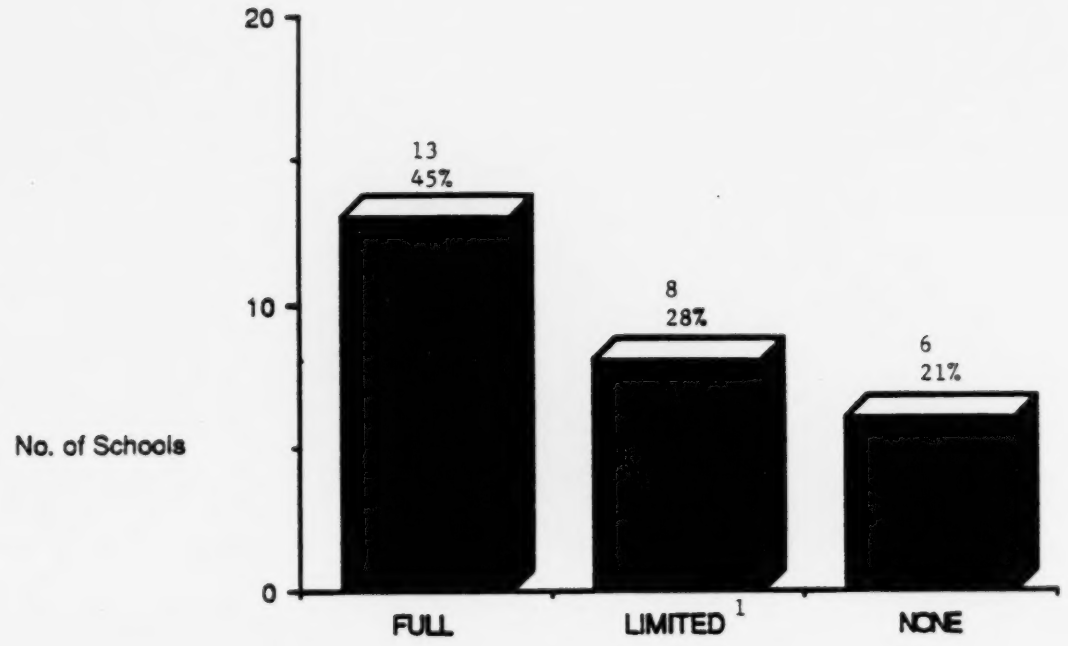
Finding:

As illustrated in Figure 6, remedial/developmental efforts are decentralized in 22 of Michigan's community colleges (76%), and centralized in six (21%). Additionally, Schoolcraft College noted that their remedial/developmental efforts are currently in transition and moving toward centralization.

FIGURE 4

Question 9.

HOW MUCH CREDIT TOWARD A FULL DEGREE DOES YOUR INSTITUTION GRANT FOR REMEDIAL/DEVELOPMENTAL COURSES?

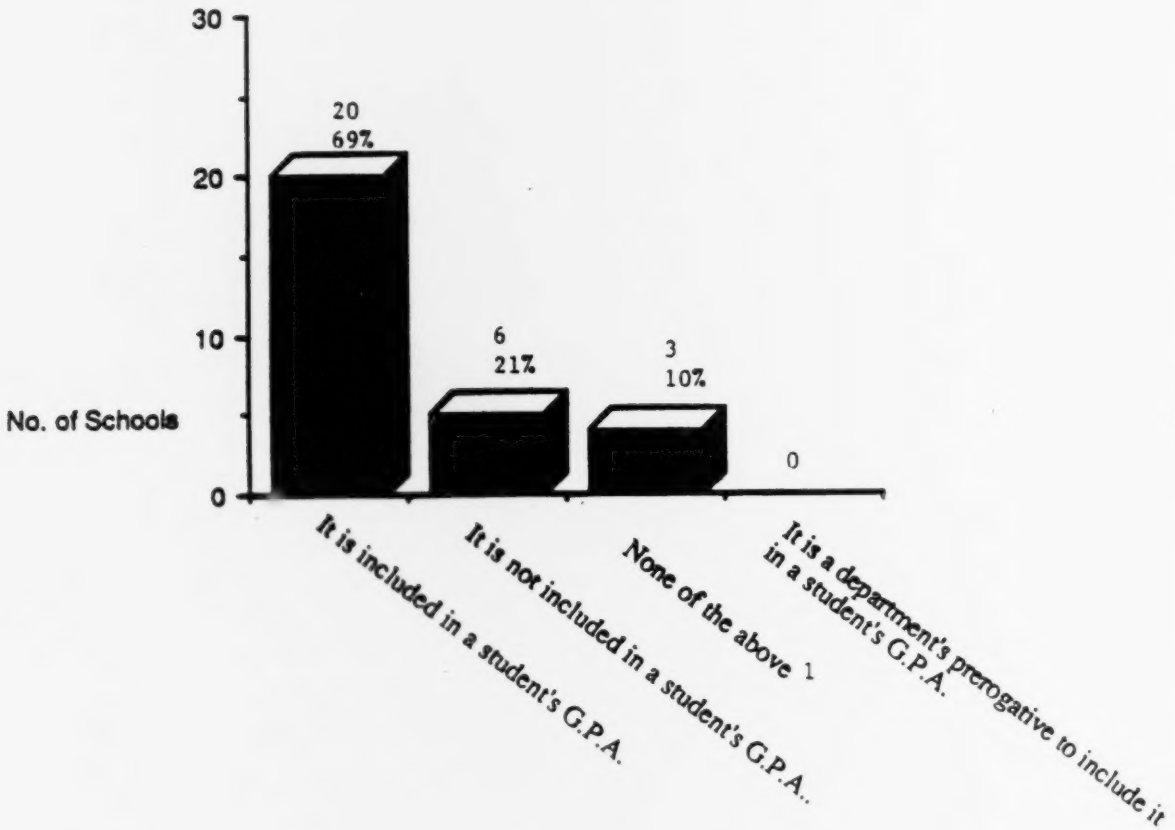


1. Limited Credit numbers: "Depends" (three schools)
"0-6 Credits" (three schools)
"8 Credits" (one school)

FIGURE 5

Question 10

WHAT IS YOUR INSTITUTION'S POLICY REGARDING THE GRADE EARNED IN A REMEDIAL/DEVELOPMENTAL COURSE?

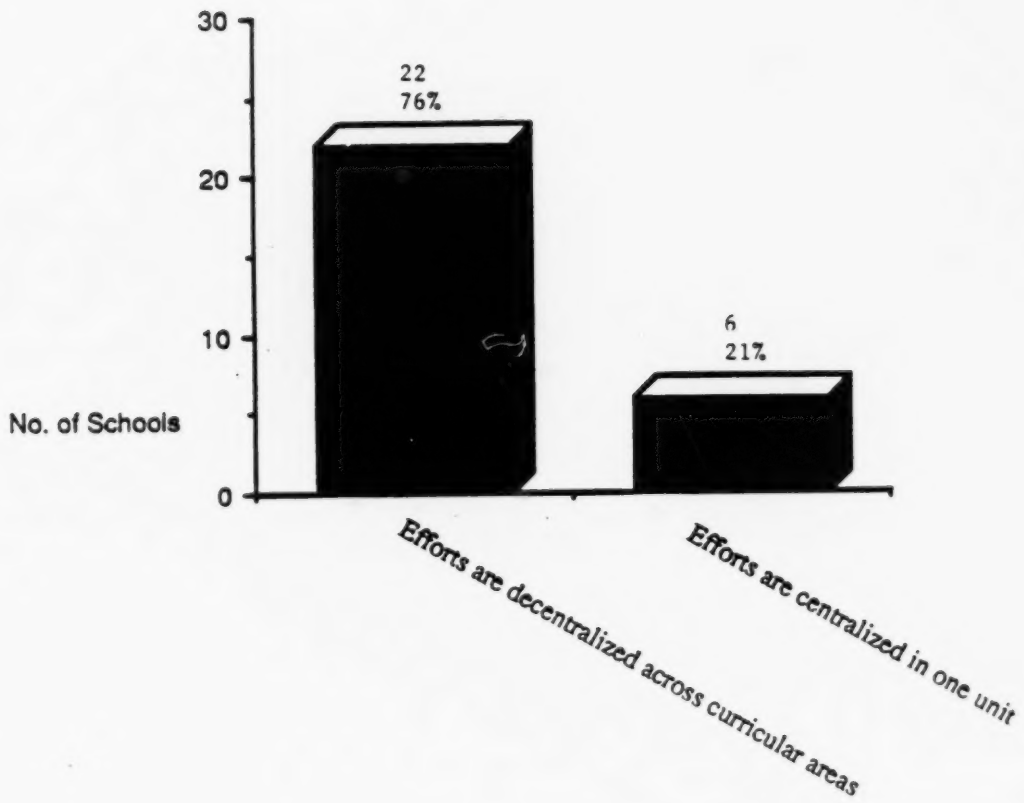


1. Responses to "None of the above": "Some are,some are not." (three schools)
"Remedial/developmental courses are non-credit." (one school)

FIGURE 6

Question 11.

ARE REMEDIAL/DEVELOPMENTAL EFFORTS CENTRALIZED OR DECENTRALIZED WITHIN YOUR INSTITUTION? [1]



1. The specific response by Schoolcraft College is "Currently in transition; efforts are partially centralized in one unit.Moving toward centralization."

Question 12: (Table 2)

Finding:

The components in Question 12 were initially arranged in a hypothetical manner, reflecting activities and/or remedial/developmental efforts from which a student could potentially benefit, from program entrance through program exit. As can be seen via the percentages which appear next to the number of community colleges that responded to each component, more than 90% of the colleges reported that they engage in academic advisement, academic assessment, and individual assessment (e.g., personal counseling).

Although more than 90% of the colleges reported that they engage in academic advisement and assessment, curiously only 18 (62%) reported that **prescription for assistance** is part of their remedial/developmental efforts. Congruent with the latter finding, only 19 (66%) reported that they **provide feedback to the faculty regarding the institution's remedial/developmental efforts**, and even less, 16 (55%), reported that they **provide feedback to the faculty regarding individual student progress**. Additionally, even less, 15 (52%), reported a linkage between remedial/developmental efforts and instructional objectives of individual non-developmental courses. A partial explanation for the seemingly low level of feedback shared with faculty may be the way the survey question was phrased; that is, the question asked respondents to answer in the context of their remedial/developmental efforts, which could include both remedial/developmental courses and tutorial efforts. Therefore, overall efforts may be both long-term (e.g. courses) and short-term (e.g. tutoring). Nevertheless, it would appear salient that 34% of the community colleges reported that they do not provide feedback to faculty regarding the institution's remedial/developmental efforts.

In the evaluation area, 19 of the colleges (66%) reported that they employ a system for monitoring student progress and 14 (48%) reported that they track student success. A possible difference between the number of students monitored and the number of students tracked for success may be the length of the remedial/developmental effort(s). For example, Monroe County Community College reported that the majority of their remedial/developmental efforts occur via walk-ins and appointments which might require short-term or long-term assistance. Still, a more compelling reason for differences in the number of students monitored and the number tracked may be the amount of time and effort needed to track student success.

Importantly, and perhaps unrelated to monitoring systems for student progress and success, only 14 of the institutions (48%) reported that **yearly program evaluation** is a component of their remedial/developmental efforts. In light of enormous changes which are occurring in both the populations enrolling in community colleges and in the content area curricula, it would appear significant that 15 of the institutions (52%) did not report that they engaged in yearly program evaluation of their remedial/developmental efforts.

In the **cognitive skills area**, 28 colleges (97%) reported that basic skills and study skills are components of their remedial/developmental efforts. Surprisingly, only 13 of the respondents (45%) viewed critical thinking/ reasoning skills as components of their remedial/developmental efforts. It would appear that some developmental educators do not yet view critical thinking/reasoning within the context of "basic skills". Lastly, only eight

Question12.

WHICH OF THE FOLLOWING ARE COMPONENTS OF YOUR REMEDIAL/DEVELOPMENTAL EFFORTS?

27(93%) Academic Advisement

28(97%) Academic Assessment (e.g. Formal Testing)

26(90%) Individual Assessment (e.g. Personal Counseling, Financial Assistance)

24(83%) Specialized Assessment (e.g. Handicapped)

18(62%) Prescription for Assistance

19(66%) Feedback to Faculty re: the Institution's Remedial/Developmental Efforts

16(55%) Feedback to Faculty re: Individual Student Progress

15(52%) Linkage Between Remedial/Developmental Efforts and Instructional Objectives of Individual Non-Developmental Courses

19(66%) A System for Monitoring Student Progress

14(48%) Competency-Based Instruction

14(48%) Yearly Program Evaluation

14(48%) Tracking of Student Success (e.g., course or program completion, school retention)

28(97%) Basic Skills (Reading, Writing, Math)

28(97%) Study Skills (e.g., note taking, test taking)

13(45%) Critical Thinking/Reasoning Skills

8(28%) Technical Literacy (occupational areas)

24(83%) Computer Assisted Instruction

26(90%) Classroom Instruction

16(55%) Professional Tutoring, Program Specific

16(55%) Professional Tutoring, General

25(86%) Peer Tutoring, Program Specific

25(86%) Peer Tutoring, General

20(69%) Group Tutoring

27(93%) Individual Counseling

25(86%) Career Planning/Counseling

25(86%) Orientation to College Life

4(14%) Other (specify:)

TABLE 2

colleges (28%) reported that technical literacy (occupational areas) is a component of their remedial/developmental area. In light of the deindustrialization of American society, the latter findings would appear to suggest a need for many colleges to rethink their meaning of developmental education.

With respect to **tutoring**, overall findings suggest that peer tutoring, and not professional tutoring, is the norm.

Four colleges reported other components which are part of their remedial/developmental efforts: referrals/coordination with local community agency personnel (Alpena), "Special Needs" programs which encompass tutoring, counseling, and career advisement for vocational education students (Macomb, Montcalm), "TRIO" (Macomb), and as noted by Jackson Community College, "Learning to Learn," a combination of study skills and critical thinking/reasoning skills. While it is not possible to infer whether other "Special Needs" projects are viewed as an integral part of a school's remedial/developmental effort, it is important to note that Carl Perkins vocational "Special Needs" projects are in 25 of the 29 community colleges. The term "special needs students" means individuals who are academically disadvantaged or physically, mentally, or emotionally handicapped or persons of limited English proficiency who, because of such limitations, cannot be expected to succeed without special services or assistance.

Question 13:

Finding:

In response to the question, "How are remedial/developmental efforts delivered?", respondents replied:

- 90% - Traditional classroom setting
- 86% - Individualized learning laboratory (non-computerized)
- 86% - Computer-assisted instruction
- 72% - One-to-one individualized instruction
- 52% - Variety of opportunities to meet the diverse learning styles of students
- 48% - Focused group instruction according to academic need/ability

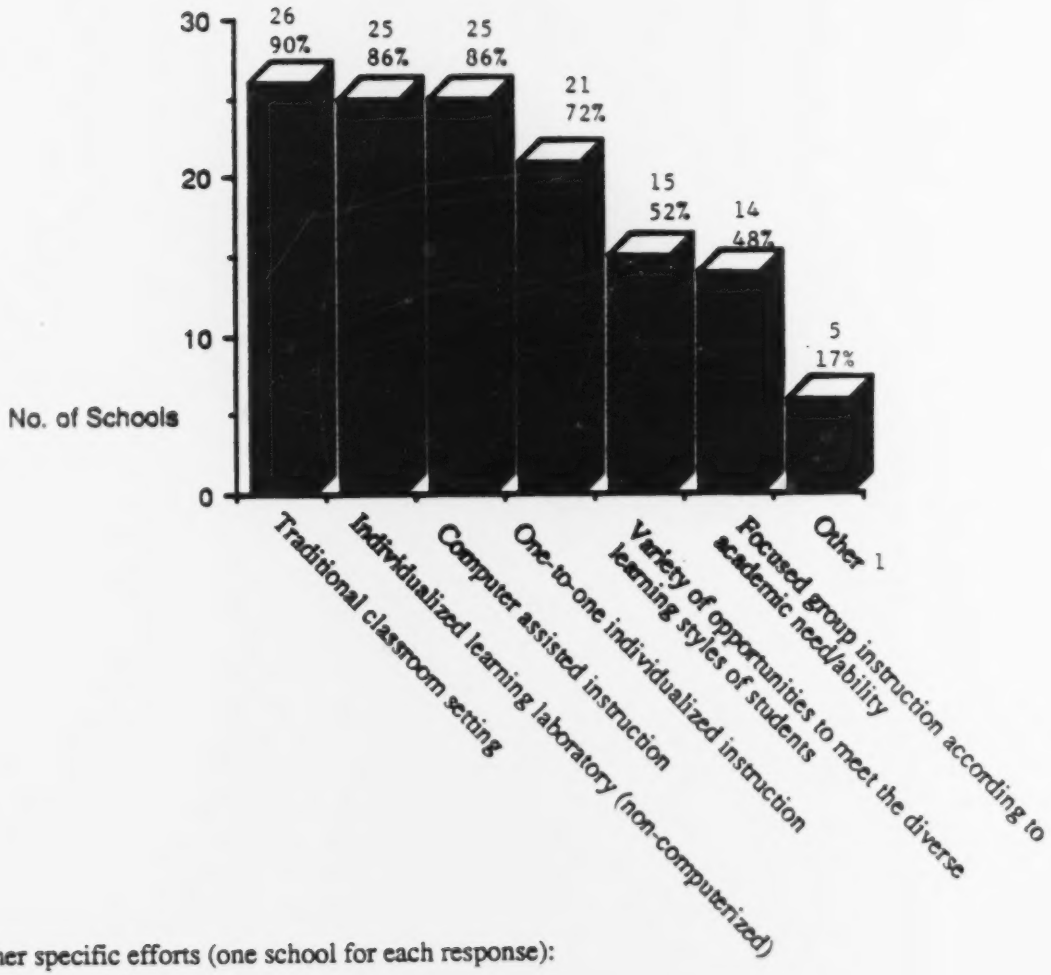
Five schools responded to the category "Other". The following additional efforts were noted:

- Traditional classroom setting for students of similar abilities (Kellogg)
- Access to peer tutors (Gogebic and St. Clair County)
- Math audio tutorial video and reading interactive video (Lake Michigan)
- Beta-testing computer-mediated instruction developed at the College for reading, chemistry, and pre-nursing (Jackson)

FIGURE 7

Question 13

HOW ARE REMEDIAL/DEVELOPMENTAL EFFORTS DELIVERED?



1. Other specific efforts (one school for each response):
   - "Peer tutees."
   - "Math: audio tutorial/video; Reading: interactive video/video."
   - "Traditional classroom setting for students of similar abilities."

Question 14:

What is the college's maximum student-teacher ratio in remedial/developmental courses? Although this question asked for student-teacher ratio in courses, it was later noted that the question was faulty since with the exception of the first category, traditional classroom, the other categories were not consistent with a course format: individualized learning laboratory (non-computerized), computer-assisted instruction, and focused group instruction according to academic need.

Finding:

As can be seen from Figure 8 below of student-teacher ratio in a traditional classroom, not all schools responded. Twenty-one of the colleges (72%) that responded under the column, Math, reported that the student-teacher ratio is 28-1; while 20 of the colleges (69%) responded under the column, Reading, indicated that the student-teacher ratio is 23-1. Twenty-five of the colleges (86%) that responded under the column, Writing, reported that the student teacher ratio is 23-1. Twenty of the colleges (69%) that responded under the column, Study Skills, reported that the student-teacher ratio is 21-1; while nine of the schools (31%) that responded under the column, English as a Second Language, reported that the student-teacher ratio is 21-1.

Question 15:

Finding:

As shown in Figure 9, course completion was the number one method used by the majority (28) of schools (97%) to evaluate individual student progress in remedial/developmental efforts. Next, in order of response, was pre-test/post-test comparison (83%), followed by completion of modules/competency-based materials (59%). Five schools noted other methods to evaluate individual student progress (one school for each response): early warning notices from faculty, individual interviews, course grade, review of "borderline" students by the developmental team as a whole, and retention.

With the exception of the completion of modules/competency-based materials, early warning notices from faculty, and individual interviews, the answers received to this question do not make it possible to infer the extent of other formative evaluation which may occur.

Question 16: (Figure 10)

Finding:

The remedial/developmental advisory committee questioned the answers given to this question since two questions were embedded in one sentence by inclusion of the terms formally and informally. The committee felt that since remedial/developmental efforts were primarily decentralized in the majority of community colleges in Michigan, it was likely that variance occurs also in the educational evaluation practices within institutions. It should be noted that contrary to the findings in Question 12, in which 14 colleges (48%) reported that yearly program evaluation was a component of their remedial/developmental efforts, only nine of the colleges (31%) in Question 16 reported that their remedial/developmental efforts are evaluated, either formally or informally, on an annual basis.

FIGURE 8

Question 14 "STUDENT-TEACHER RATIO/TRADITIONAL CLASS"

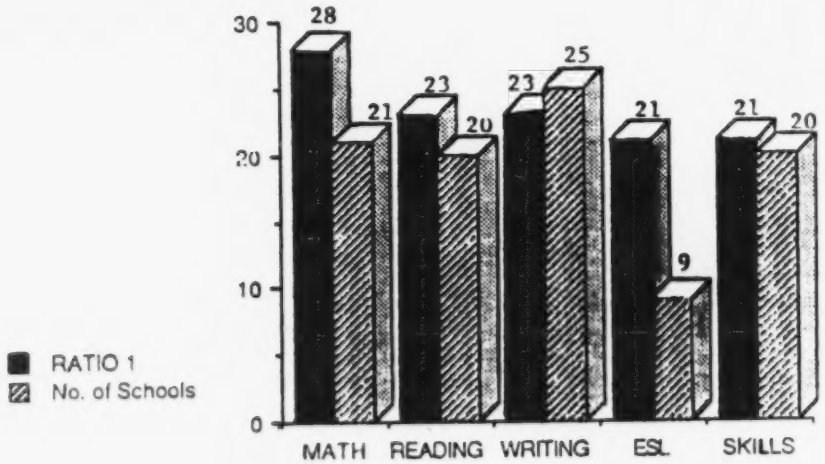
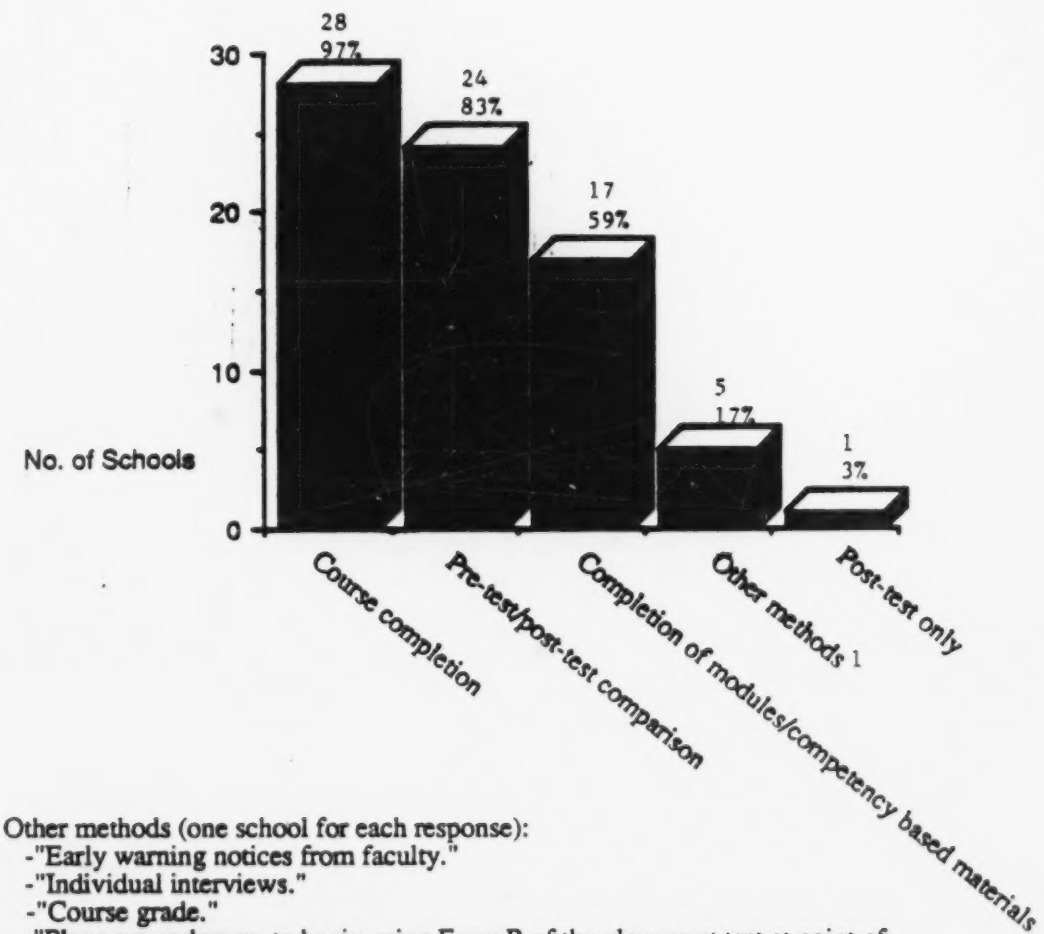


FIGURE 9

Question 15.

WHAT METHODS DO YOU USE TO EVALUATE INDIVIDUAL STUDENT PROGRESS IN REMEDIAL/DEVELOPMENTAL EFFORTS?

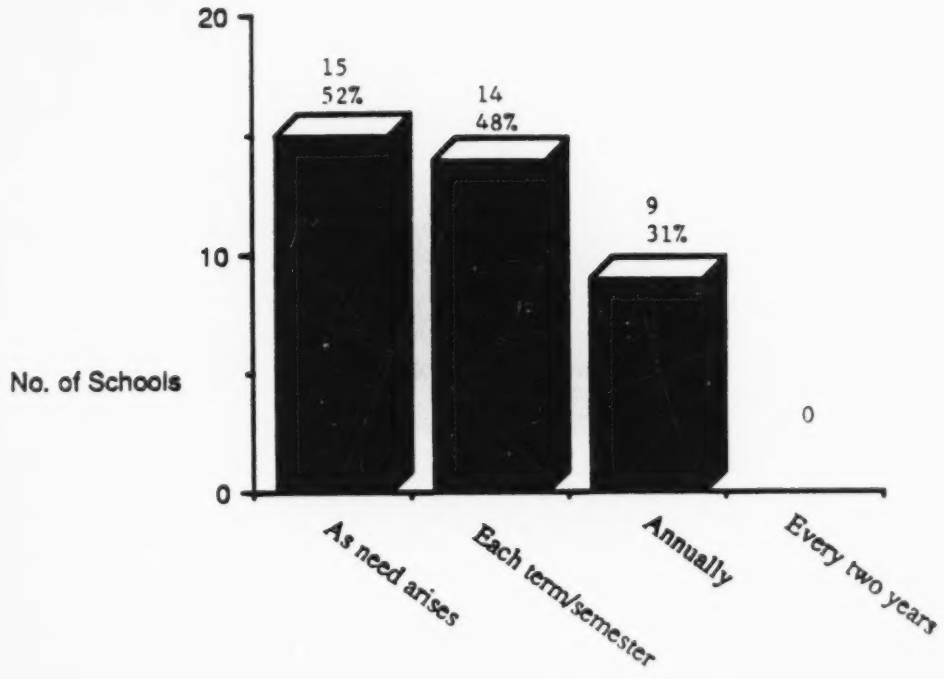


1. Other methods (one school for each response):
   - "Early warning notices from faculty."
   - "Individual interviews."
   - "Course grade."
   - "Plans are underway to begin using Form B of the placement test at point of exit for all remedial and developmental courses."
   - "Although it influences a minute number, borderline students are reviewed by the developmental team as a whole and a team recommendation is made."
   - "Retention."

FIGURE 10

Question 16.

HOW OFTEN ARE REMEDIAL/DEVELOPMENTAL EFFORTS EVALUATED, EITHER FORMALLY OR INFORMALLY?



Question 17:

When did you conduct your last formal evaluation of your remedial/ developmental efforts (e.g., institutional by a peer review committee or an external review)?

Finding:

A review of college responses yielded the following results:

- 15 - formal evaluations within the last two years (52%)
- 3 - formal evaluations within the last three years (10%)
- 1 - formal evaluation four years ago (3%)
- 3 - formal evaluations in process (10%)
- 7 - colleges indicated no formal evaluation had been conducted (24%)

A discussion of the findings above with members of the remedial/developmental advisory committee suggested that one must consider more than the length of time between formal evaluations. As emphasized by one member, "The length of time from the last formal evaluation does not mean that nothing is going on -- developmental educators are being asked to evaluate continuously".

Question 18: (Table 3)

Please identify the number of students by race and sex who enrolled in at least one or more remedial and developmental course for Fall term, 1987. Please do not refer to IPEDS data from Fall Enrollment Form Part C, 1. a., which would result in an undercount of developmental students served. Please note that students may be counted more than once.

Finding:

This request was difficult for almost one-fourth of the colleges, who reported that their current record keeping methods did not allow easy retrieval of the data requested. Despite the time constraints of the survey, an effort was made to contact colleges that submitted no data. As necessary, the deadline was extended to accommodate colleges that thought they could retrieve the requested data if they manually examined their data or wrote a computer program. One college noted that they did not identify/categorize students based on ethnic/racial origin. Still others were able to report only totals (e.g., males and females, race). Additionally, some colleges were able to break the data down by gender and race but not by program.

At the time this question was developed, the intent was to compare remedial/ developmental enrollment figures reported against the courses identified as remedial/developmental by institutions within the Activities Classification Structure (ACS), particularly the ones specified in the "Other" category. However, this is the first year for the new ACS remedial/developmental designation and the final results are not yet in. Therefore, a tabulation of the number of students by race and sex who enrolled in one or more remedial and developmental courses for Fall term, 1987, has, at this point, been

Question 18

PLEASE IDENTIFY THE NUMBER OF STUDENTS BY RACE AND SEX WHO ENROLLED IN ONE OR MORE REMEDIAL AND DEVELOPMENTAL COURSES FOR FALL TERM, 1987.

REMEDIAL/ DEVELOPMENTAL	Black/ Non-Hisp.		Hispanic		Asian/ Pacif. Island		Am. Indian/ Alaskan Nat		White/ Non-Hisp.		Non-Res. Alien		Other		Total		Non-Classifiable [2]
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Math [1]	859	1359	164	305	119	197	116	233	5360	6940	25	25	90	100	6751	9273	22
Reading	506	834	69	68	42	47	29	35	1344	1789	29	14	54	55	2153	2986	7
Writing	695	1099	147	222	166	194	115	164	3305	3378	111	129	97	80	4645	5245	9
Other (specify) [3]	170	201	29	43	59	57	10	18	761	1193	14	5	50	33	1109	1581	10
Non-Classifiable [4]	83	0	5	6	0	0	6	3	145	135	0	0	2	1	241	145	10
Total	2313	3493	414	644	386	495	276	453	10915	13,435	179	173	293	269	14899	19230	58

1. Total Math 16,024
   Total Reading 5,139
   Total Writing 9,890
   Subtotal 31,053
2. Non-classifiable -not broken down by gender or race.
3. E.g., Spelling, College Study Skills, Grammar & Punctuation, Psychology, Chemistry/
4. Non-classifiable -broken down by gender and race, but not by program.

conservatively limited to students who enrolled in remedial/developmental math, reading, or writing. A total headcount indicates that:

16,024 students enrolled in a remedial or developmental math course
9,890 students enrolled in a remedial or developmental writing course
5,139 students enrolled in a remedial or developmental reading course
31,053

An additional 2,690 students enrolled in other courses reported to be remedial or developmental in nature: for example, College Study Skills, Grammar and Punctuation, Psychology, and Chemistry.

An analysis by race and sex revealed the following patterns of enrollment of men and women within each race and program grouping:

Black/ Non-Hisp.		Hispanic		Asian/ Pacif. Island		Amer. Indian/ Alaskan Nativ.		White/ Non-Hisp.	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
				MATH					
39%	61%	35%	65%	38%	62%	33%	67%	44%	56%
				READING					
38%	62%	50%	50%	47%	53%	45%	55%	43%	57%
				WRITING					
39%	61%	40%	60%	46%	54%	41%	59%	49%	51%

As illustrated by the percentages above, in the area of math, across all racial groups, females outnumbered males in their pattern of enrollment. With the exception of White females (56%), overall female enrollment exceeded 60%.

In the area of reading, enrollment was the same for male and female Hispanics (50%). However, female enrollment for Blacks, Asians, American Indians, and Whites, surpassed their male counterparts.

In the area of writing, enrollment was almost equal for White males (49%) and females (51%). However, for Black students, as was true in the areas of math and reading, female enrollment (61%) far exceeded male enrollment (39%). It is important to note that the pattern of Black male and female enrollment in remedial/developmental courses closely parallels overall Black college enrollment for Fall, 1987, in which males represented 31% of Black enrollment and females, 69%. For Hispanics, female enrollment (60%) far exceeded male enrollment (40%).

It is also important to emphasize that the enrollment figures collected for the purposes of this survey are limited to students who enrolled in one or more remedial/developmental courses for Fall term, 1987, and do not include the number of students who may have accessed tutorial services but did not enroll in actual remedial coursework.

Question 19: (Table 4)

Please provide an enrollment summary of students by age who enrolled in one or more remedial/developmental classes in Fall, 1987. Please do not refer to IPEDS data from Fall Enrollment Form Part C. 1. a., which would result in an undercount of developmental students served.

Finding:

An analysis of the enrollment summary of students by age who enrolled in one or more remedial/developmental classes in Fall, 1987, indicates that the largest group of enrolled students (45%) were those between the ages of 18 and 21. The second largest group of enrolled students were those between the ages of 22 and 34. A clustered breakdown* by age appears below:

01% - Under 18
45% - 18 to 21
35% - 22 to 34
12% - 35 to 49
02% - 50 and Over
02% - Age Unknown

*Rounded off to the nearest hundred

Question 20:

How do students find out about remedial/developmental courses and services? (Please check all that apply.)

Finding:

According to the respondents, they assume that college students find out about remedial/developmental courses and services in the following ways, which have been arranged in a hierarchical manner according to the frequency of the response:

Orientation	- 100%
Counselor Referral	- 97%
Institutional Referral	- 97%
College Catalogue	- 93%
Schedule Book	- 79%
Outside Agency Referral	- 79%
On Admission	- 76%
College Brochure	- 62%
Media (radio, television, newspaper)	- 38%
Other Referral[1]	- 35%
Other[2]	- 21%

---

[1]student-self, Department of Social Services (DSS), Vocational Rehabilitation, private vocational agencies, GED, local school district personnel.

[2]previous students/word of mouth, college posters, bulletins, special flyers, through the assessment program, admission office's recruitment programs, "College Night".

TABLE 4

Question 19.

PLEASE PROVIDE AN ENROLLMENT SUMMARY OF STUDENTS BY AGE WHO ENROLLED IN ONE OR MORE REMEDIAL/DEVELOPMENTAL CLASSES IN FALL,1987 [1]

AGE	MEN	WOMEN	TOTAL
Under 18	83	95	178
18-19	3632	4210	7842
20-21	2514	2439	4953
22-24	1729	1765	3494
25-29	1610	2225	3835
30-34	1015	1748	2763
35-39	555	1158	1713
40-49	421	1164	1585
50-64	95	260	355
65 and Over	40	72	112
Age Unknown	230	365	595
TOTAL STUDENTS	11,924	15,501	28,655 [2]

1. No figures from Glen Oaks C.C., Henry Ford C.C., and North Central Michigan College.
2. The total figure includes 1230 non-classifiable students.

Question 21:

Does your college have a professional development program that includes preparation of staff to work with underprepared students?

Finding:

Twelve colleges (41%) reported that they have a professional development program that includes preparation of staff to work with underprepared students: Glen Oaks, Gogebic, Grand Rapids, Highland Park, Jackson, Kalamazoo Valley, Lansing, Macomb, Muskegon, Southwestern, Washtenaw, and Wayne County. A complete list of professional development activities is contained in Appendix 2.

Question 22:

What is your liaison relationship with feeder high schools concerning remedial/developmental enrollment?

Finding:

Thirteen colleges (45%) reported that they had no formal relationship with feeder high schools concerning remedial/developmental enrollment. Sixteen colleges (55%), however, reported that they have established communication linkages and do participate in outreach activities involving feeder high schools. Listed below are the actual responses received from sixteen colleges which highlighted the nature of their relationship with feeder high schools.

Communication Linkages:

- informal communication linkages between high school counselors and counseling personnel
- Special Needs counselor contacts area high schools' special education teachers
- Education Talent Search and Upward Bound staff work with counselors and students to make referrals to the community college
- feeder high schools alert the Learning Assistance Center each semester regarding academically disadvantaged students

Collaboration:

- representatives from local high schools and the Learning Assistance staff are members of respective advisory committees and task forces
- work with high school adult education programs to enroll their graduates
- high schools that have a community school program work with some community college students who do not have a diploma or a G.E.D.
- beginning an articulation process with Detroit Public Schools Guidance Department

Promotion/Outreach Activities

- Learning Assistance Center schedules staff visitations to area high schools
- information sharing with high school staff, counselors, and students
- enrollment director reviews all college policies and procedures, including remedial/developmental opportunities, during college night

programs at all area high schools
- math department conducts campus visits by high school administrators, district superintendents, and school board members for the purpose of informing them about the developmental math program

Question 23: (Figure 11)

Finding:

As illustrated by the figure above, only six schools (21%) reported that remedial/developmental enrollment information at their college is sent back to feeder high schools: Gogebic, Lake Michigan, Lansing, Muskegon, Northwestern, and Schoolcraft. Northwestern reported that they send back ASSET test results, while Lake Michigan noted that group scores are sent back upon request only. In the category of special enrollees, Lansing reported that they send back students' progress reports for dual-enrollment students (high school students taking college courses). Schoolcraft qualified their "yes" response with the explanation that plans are "in process" for enrollment information to be sent back to feeder high schools.

Question 24: (Figure 12)

Finding:

As illustrated in the figure above, 21 colleges (72%) reported that they do not have "an agreement" regarding "the delivery" of remedial/developmental education with area high schools, adult education, or business and industry.

One college reported that they have an agreement with area high schools, while five colleges (17%) reported that they have an agreement with adult education. Six colleges (21%) reported that they have an agreement with business and industry regarding the delivery of remedial/developmental education.

In retrospect, it would appear that the terms "agreement" and "delivery" may have been problematic for those completing the survey. For example, among advisory group members who contributed to the completion of the survey at their local institution, it could be discerned that most interpreted "agreement" and "delivery" in a formal context, which may have resulted in an undercount of actual activity.

Question 25:

List five specific strengths of your remedial/developmental efforts and five areas of major concern:

Finding:

Of all the survey questions, this two-part question elicited the largest of number of responses; these are contained in Appendix 3. The responses were telling in that they demonstrated what is important and what the issues are. Curiously, some responses ended up in the final tally as both a strength and an area of concern dependent upon overall institutional responses.

The five specific strengths of Michigan's community college remedial/developmental efforts were determined to be:

FIGURE 11

Question 23.

IS REMEDIAL/DEVELOPMENTAL ENROLLMENT INFORMATION AT YOUR COLLEGE SENT BACK TO FEEDER HIGH SCHOOLS?

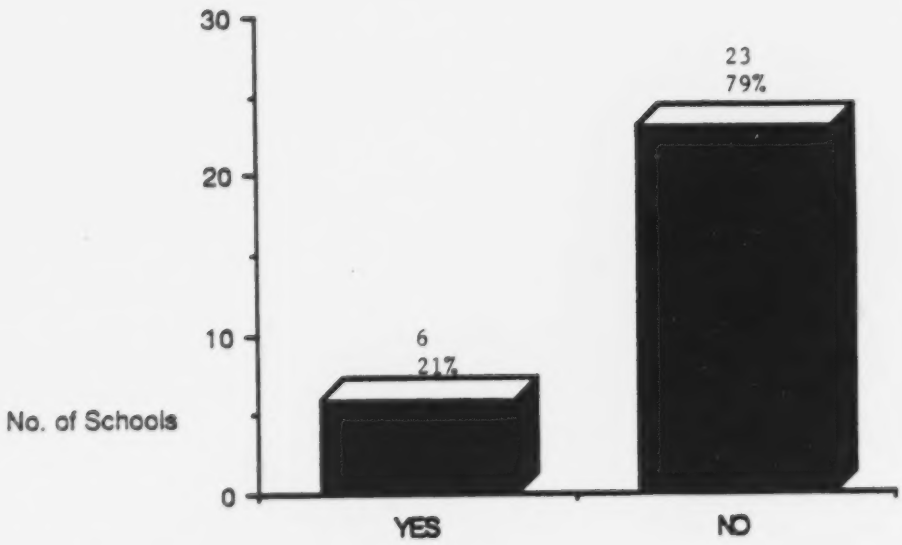
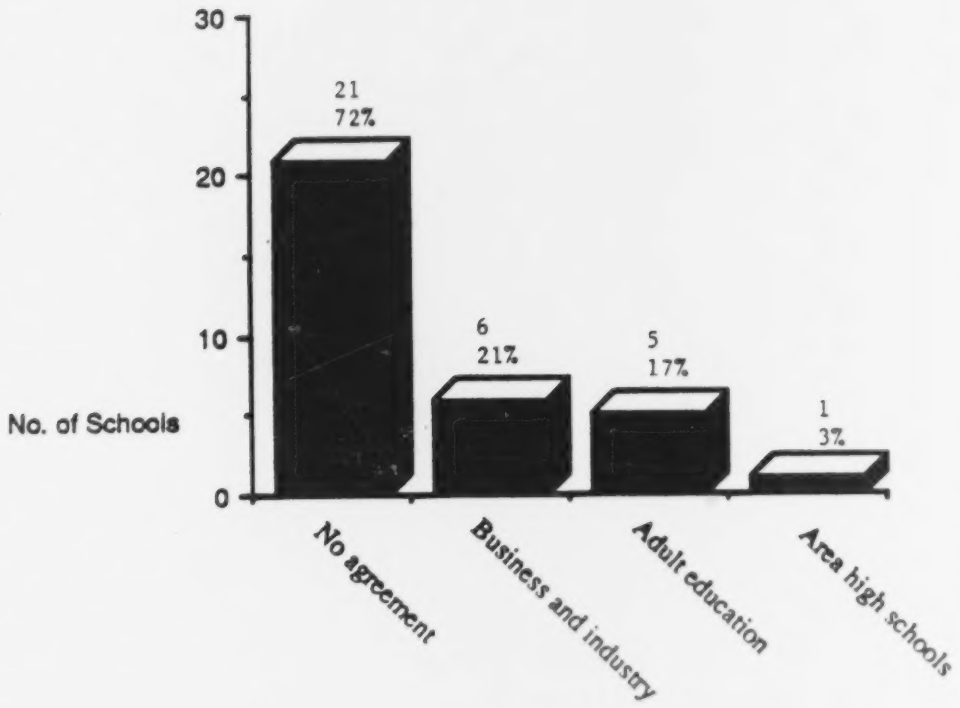


FIGURE 12

Question 24.

DOES YOUR INSTITUTION HAVE AN AGREEMENT REGARDING THE DELIVERY OF REMEDIAL/DEVELOPMENTAL EDUCATION WITH ANY OF THE FOLLOWING?



CONCLUSION

The survey was designed to obtain baseline information on student assessment and related remedial/developmental efforts in Michigan's 29 community colleges. The information presented in this study can assist college staff and state policy personnel to make more informed and knowledgeable decisions.

The survey shows that a number of issues require further study. Since 22 of the community colleges (76%) reported that remedial/developmental efforts are decentralized within their institution, future survey formats will need to accommodate this organizational structure. The toughest question which needs to be addressed by future research is whether remedial/developmental education makes any difference in the success rate of low ability students when they are compared to a control group of students with similar abilities. Part of this question is the problem of measuring student success: for example, the number of college-level English courses completed, student grades, and student retention --- each has been used as a measure. It is apparent, too, from the heterogeneous nature of the growing remedial/developmental population, that a statewide determination of the severity of overall student skill deficiencies is required. Although the present study treated tutorial services in a superficial manner, more information is needed on the number of students with remedial/developmental needs who may also be receiving tutorial assistance.

RECOMMENDATIONS

Community colleges are encouraged to develop a college-wide review committee to discuss implications of "A Survey of Remedial/Developmental Education in Michigan's Public Community Colleges" for adoption of those principles supportive of their local college philosophies and historical tradition. College administrators should assure that the college trustees adopt policies for remedial/developmental education.

Community Colleges Need to Determine If:

1. It is in the students' best interest to have centralized or decentralized remedial/developmental activities. These activities include academic assessment, career assessment, academic advisement, career planning/ counseling, academic placement, and remedial/developmental instruction.

2. Student academic assessment cut-off scores for remedial/developmental placement should be the same or vary according to the academic intent of the student (i.e., short-term retraining course, terminal occupational associate degree, transfer program to a four-year college).

3. Students should receive institutional or degree credit for remedial/ developmental courses.

4. The academic content of their remedial/developmental efforts encompass the skills needed to function successfully in college-level courses. These efforts should encompass literacy, basic skills, critical thinking/ reasoning skills, and technical literacy.

5. The faculty who teach remedial/developmental courses are trained in remedial/developmental, basic skills, or adult education instructional techniques.

6. Remedial/developmental services are available to both day and evening students.

Community Colleges Need To:

1. Develop closer linkages with the feeder high schools, since 45% of the students enrolling in one or more remedial courses are between the ages of 18 and 21. The activities with the local high schools would include sharing student assessment results on a regular basis and defining the skills needed for students to function successfully in college-level courses.

2. Develop closer linkages with local adult education agencies to coordinate adult education academic exit skill levels with the entry-level skills needed by students to begin college-level instruction.

3. Consider the creation of a multi-educational level remedial/developmental task force (high school, adult education, community college) for the purpose of collectively addressing how educational agencies can work together to lower the number of students needing remedial assistance. This effort would enable remedial/developmental educators from all educational levels to pool their resources, knowledge and expertise in addressing similar problems and concerns.

State Board of Education, Governor, Legislature Need To:

1. Recognize the role that Michigan's public community and junior colleges are playing in remedial/developmental education and support it accordingly.

2. Provide financial incentives to support faculty professional development in order to assure that community college faculty who teach remedial/developmental courses are qualified.

APPENDIX 1

PLEASE RETURN BY:_____

A SURVEY OF REMEDIAL/DEVELOPMENTAL EDUCATION IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

A State Board for Public Community and Junior Colleges Project

Coordinated by Dr. Barbara Argumedo

Michigan Department of Education

Community College Services Unit

with technical assistance from
The Industrial Technology Institute Community College Liaison Office

COLLEGE:_____

NAMES AND TITLES OF PERSONS COMPLETING THIS SURVEY:

_____

_____

_____

_____

_____

_____

21. Does your college have a professional development program that includes preparation of staff to work with underprepared students? Explain:

-Lead instructors are supported to attend annual conferences and workshops to update skills. / / Kalamazoo, Jackson
-speakers visit campus to raise sensitivity and consult faculty at large on how to work with remedial students. /(Kalamazoo)
-some faculty have received some training via a Title III grant. (Gogebic)
- selected staff-retraining and up-grading of skills /Glen Oaks
- available on individual basis as requested / / / /
-visitations to other colleges' developmental programs. /
-assist counselor with completion of master's through scheduling, not money. / Jackson
-sessions held to help staff identify student problems and familiarize them with services available. /Discipline areas offer professional development sessions which are discipline specific / /Lansing, Muskegon
-optional special presentations on campus /Gogebic
- provided by Dean of Instructional Services as faculty in-service / GRJC
-Counseling & Academic Support Services Center staff/ workshops/seminars / GRJC

-*The Special Services Department professional staff are prepared to work with underprepared students and receive on-going training. Macomb /
-inservice on a semester basis through the Center for Instructional Support Services /Highland Park
-one-day workshop is scheduled prior to each semester (Southwestern)
- * Have senior staff, as part of their load, work closely with part-time teachers to be sure they understand the philosophy and structure of the program. / Jackson
- informal memtoring system between instructors who have taught Student Success Seminar and people who wish to teach it. Washtenaw
-centralized training efforts held each semester with the delivery of instructional content to students at the remedial/developmental level. Wayne. /

25. List five specific strengths of your remedial/developmental efforts and five areas of major concern:

Strengths:

1. institutional support -/ // / / / / /top administrators, strong commitment
   from the top down
   coordinates institutional efforts/
   -/administrative & faculty support
2. 2 grant programs -Special Needs and Student Support Services ///
   (Title III Grant provided wonderful CAI materials and equipment to run them.) outside funding
3. Variety of materials -// (well-equipped and staffed Learning Laboratory for math, reading, and writing)
   - a number of courses in basic English and math.
4. Coordination with English Department /
   - cooperation between faculty and ILC staff /
5. Writing tutors /
   -supported by learning labs and tutors
   -Peer tutoring /
   - tutorial program through Learning Assistance Center /

*extensive monitoring of special populations /
planning & implementation of new student progress monitoring system /

6. Well-trained staff (tutors & professionals)/
7. Attitudes of staff working in developmental programming
8. Variety of techniques / /attention to individual learning styles
9. Support from Special Needs program //
10. Coordination with subject disciplines // integrated with departments
11. Collaborative efforts between the academic and student services division. // //
12. TLC supplemental diagnostic testing by referral (Delta)
13. Establishment of student academic data base (Delta)

14. Curriculum development by study and collaboration across disciplines / (Delta)
15. Experimentation and evaluation of varied teaching strategies. (Delta)
16. Faculty research in teaching strategies (Delta)
17. integrates instruction, counseling, and academic support services.
18. **Outcomes:** enhances student success, motivates students to succeed, provides a "second chance" for students /.
    - prepares students for college curricular offerings //
    - students can begin satisfying requirements in their major fields of study while they are enrolled in developmental classes. /
    -teaches excellent study habits /
    -increase in retention rates /
19. assessment / /entrance testing & course recommendations
    - all incoming students are evaluated and placement is mandatory /
    -placement system in place /
20. orientation
21. Academic opportunity center/ Student Learning Center /
22. supplemental instruction
23. intra-college communication/faculty/staff
24. counselor works closely with reading & writing instructors
24. personnel-excellent, caring staff in student services and patient caring instructors in developmental areas.///committed support staff
    - faculty involvement / /interest of instructors qualified and dedicted instructors //////
    -experienced faculty and staff/ /
    -course placement advice given to students /
    -caring academic support staff /
25. class size is small; students receive individualized attention. / /
26. course offerings accomodate diverse entry skill levels. / // //variety of courses and programs /comprehensive in scope
27. administrative support / /// /
    - faculty support /
28. a single college department for academic support of the developmental student. / /concerted efforts under one administrative unit
29. availability of classes day and evening / /flexibility in times and courses offered / /
30. variety of instructional methods to meet individual needs / ///
31. full-time lead instructors /
32. students must show proficiency prior to advanced courses taken.
33. option of moving students into developmental instruction throughout fall and spring semesters /
34. good student-instructor ratio //
35. continuity of facutly - provides for appropriate evaluation of

materials and methods /

36. use of technology for teaching and learning / /
    - computer assisted instruction
37. progress toward the implementation of a mandatory assessment & placement program. / /mandatory ASSET assessment of Basic Skills
38. experience with & commitment to the individualization and personalization of instruction. //
39. good facilities and equipment // /receipt of computer & scantron equipment and forms
40. good support services //
    -improved supportive & responsive caring environment for students
41. improved advising information /
42. development of beginning course prediction tables /
43. increased utilization of campus resources
44. decentralized by discipline
45. staff development/Mott
46. credits (up to 12) count towards graduation
47. increased awareness of current offerings
48. tutoring center offers academic support to all developmental students
49. currently under review / / /
50. new pilot project underway
51. ASSEt
52 Computer Lab for Reading and Writing
    -*study skills taught through traditional classes and through video tape course
53. mandatory testing and placement /
54. Efforts of Developmental education task force /
55. team instructional approach /
56. fair and equal treatment /
57. academic and curricular standards /

APPENDIX 4

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

GERALD L. BEMIS
Superintendent of
Public Instruction

STATE BOARD OF EDUCATION
BARBARA ROBERTS MASON
President
DOROTHY BEARDMORE
Vice President
CHERRY JACOBUS
Secretary
DR. GUMECINDO SALAS
Treasurer
DR. EDMUND F. VANDETTE
NASBE Delegate
~~CHARLES M. HUTTON~~
ANNETTA MILLER
NORMAN OTTO STOCKMEYER, SR.
GOV. JAMES J. BLANCHARD
Ex-Officio

July 12, 1988

S A M P L E

Mr. David C. Briegel
President
Southwestern Michigan College
Cherry Grove Road
Dowagiac, Michigan 49047

Dear President Briegel:

A recurrent theme evolving from the Superintendent of Public Instruction's Community College Regional Meetings was the need for baseline data on student assessment practices and related remedial/developmental efforts in Michigan's community and junior colleges. Currently, no such data exists.

In response to these requests, a representative group of community college experts in the field of student assessment and remedial/developmental education were invited to the Department of Education to decide on the focus and content of the survey instrument. Upon achieving consensus, the survey instrument was developed and piloted. The study is being done in cooperation with the Michigan Department of Education, Community College Services Unit, the Michigan Community College Association Executive and Research Committees, and the State Board for Public Community and Junior Colleges.

Enclosed is your institution's copy of the survey. We ask that you designate one individual responsible for ensuring that appropriate staff have input in the completion of the survey. At each institution the number of individuals assisting in the completion of this survey may vary. It is strongly recommended that a committee representative of the various remedial/developmental efforts be formed to coordinate the completion of a single survey form.

The report will be largely statistical and not an evaluation of program effectiveness, although specific institutional efforts may be noted. Individual confidentiality will be assured for college staff completing the survey. The original group of community college experts will reconvene to review the findings prior to their publication. Copies of the completed report will be sent to each institutional president as well as other participating individuals.

Please address questions about this survey and return it by August 5, 1988, to:

Dr. Barbara J. Argumedo
Michigan Department of Education
Community College Services Unit
Box 30008
Lansing, Michigan 48909
(517) 335-3067

Your commitment and support are greatly appreciated. While the survey appears to be lengthy, it is intended to be comprehensive and representative of your college's role and mission.

Thank you for your assistance.

Sincerely,

Donald L. Bemis

cc: Marshall Bishop
David Schultz
Daniel Stenberg

STATE OF MICHIGAN

STATE BOARD FOR PUBLIC COMMUNITY AND JUNIOR COLLEGES

Advisory to State Board of Education
Box 30008, Lansing, Michigan 48909

GARY D. HAWKS
Interim Superintendent
of Public Instruction

April 12, 1988

TO: State Board for Public Community and Junior Colleges

FROM: James H. Folkening

SUBJECT: Approve Timeline for Community College Study of Student Assessment Activities and Related Remedial/Developmental Efforts/Programs in Michigan's 29 Community Colleges

A recurrent theme which evolved from the Superintendent's Regional Meetings was the need for comprehensive data on student assessment practices and related remedial and developmental efforts in Michigan's community colleges. Presently, no such data exists.

The purpose of the proposed survey study is to obtain a baseline on the nature of student assessment practices and related remedial/developmental efforts/programs in Michigan's 29 community colleges. An optional, second part of the study could include on-site visits to community colleges which represent a recurrent pattern in either student assessment practices or the type of remedial/developmental efforts or program. A decision on the second part of the study will be made after the first portion is reported. Dr. Barbara Argumedo will be conducting the study along with staff assistance from the Community College Services Unit.

The proposed survey would include questions as determined by several focus groups, including the State Board for Public Community and Junior Colleges, Michigan Community College Association's Research Committee, and select community college representatives possessing expertise in student assessment practices and remedial and developmental education.

The following timeline is recommended in order to conduct the first comprehensive study of student assessment practices and related remedial/developmental efforts/programs in Michigan's 29 community colleges.

April 12 — <u>State Board for Public Community and Junior Colleges</u>
- approve study
- approve timeline
- identify any additional issues relevant to the study

April 15 — <u>Michigan Community College Association Executive Committee</u>
- solicit support for the study
- identify any additional issues relevant to the study

April 15 — <u>Michigan Community College Association Research Committee</u>
- review survey instrument
- identify any additional issues relevant to the study

April 20	<u>Community College Experts in Student Assessment Practices and Programs Related to Remedial and Developmental Education</u> - review survey instrument - solicit input on issues/questions relevant to the study
April 27	- Identify survey participants at each community college
May	- Pilot survey instrument
May/June	- Send survey questionnaire to survey participants at each community college
June/July	- Analyze data
August	- Reconvene community college experts to review findings and develop recommendations
October 11	- Report survey information to State Board for Public Community and Junior Colleges
October 19	- Report survey information to State Board of Education
October 26	- Disseminate results of study to survey participants, college presidents, and other interested parties

Community College Administrators Focus Group

Delta College	Dr. William Walters Coordinator Teaching/Learning Center
Grand Rapids Junior College	Dr. Marinus Swets Dean of Arts and Science
Highland Park Community College	Dr. Carolyn Williams Dean of Student Services
Kellogg Community College	Carole Edmonds Dean of Arts and Science
Lansing Community College	Jean Morciglio Tutorial Coordinator Special Needs
Lansing Community College	Allan Maar Professor Academic Enrichment Services
Macomb Community College	Dr. Donald Wing Dean of Academic Services and Alternative Learning

Northwestern Michigan College	Dr. Lornie Kerr Vice President for Student and Administrative Services
Oakland Community College	Dr. Keith Shuert Mathematics Professor
Schoolcraft College	Dr. Sirkka Gudan Director LAC/Developmental Education
Southwestern Michigan College	Dr. Dan Stenberg Director Remedial and Developmental Education
Washtenaw Community College	Dr. Guy Altieri Vice President Instruction and Student Services
Wayne County Community College	John Bolden Director Academic Support and Developmental Studies

It is recommended that the State Board for Public Community and Junior Colleges:

1. Approve the Timeline for Community College Study of Student Assessment Activities and Related Remedial/Developmental Efforts/Programs in Michigan's 29 Community Colleges.

2. Identify issues/questions for study.

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

P.O. Box 30008
Lansing, Michigan 48909

DONALD L. BEMIS
Superintendent
of Public Instruction

March 2, 1989

STATE BOARD OF EDUCATION
CHERRY H. JACOBUS
President
ANNETTA MILLER
Vice President
DOROTHY BEARDMORE
Secretary
ROLLIE HOPGOOD
Treasurer
DR. GUMECINDO SALAS
NASBE Delegate
BARBARA DUMOUCHELLE
MARILYN F. LUNDY
BARBARA ROBERTS MASON

GOV. JAMES J. BLANCHARD
Ex Officio

TO: Community College Presidents

FROM: Donald L. Bemis DB

SUBJECT: Report on A Survey of Student Assessment and Remedial/ Developmental Education in Michigan's Public Community Colleges

The State Board for Public Community and Junior Colleges approved an outline and appointed an advisory committee in order to conduct a survey of student assessment activities and related remedial/developmental efforts in Michigan's public community colleges at its April 12, 1988, meeting. Through the special efforts of your staff, our consultants were able to complete this study of policies and practices at Michigan's public community colleges.

The purpose of the study was to obtain baseline information on student assessment and related remedial/developmental efforts in Michigan's public community colleges. The study collected data regarding an institution's goal and mission statements, working definitions, student assessment practices, academic placement practices, delivery systems, and student demographic information for Fall term, 1987. Other related information concerning the overall program operation was also reported.

The remedial/developmental advisory committee to this survey unanimously decided to use a portion of the American Association of Community and Junior College's definition of remedial/developmental education (November, 1987) which is as follows:

> The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second language students, developmental programs can provide the appropriate academic tools for success.

At its December 13, 1988 meeting, the State Board for Public Community and Junior Colleges received the Report and recommended that the State Board of Education receive it. On February 8, 1989, the State Board of Education received the Report on A Survey of Student Assessment and Remedial/ Developmental Education in Michigan's Public Community and Junior Colleges.

Formal presentations are scheduled with Michigan community college faculty and administrators' organizations. Staff will reconvene the study advisory committee to formulate additional recommendations for the consideration of the State Board for Public Community and Junior Colleges by September, 1989. It is anticipated that a follow-up survey and report will occur during Summer, 1989.

If you have any questions concerning this report or any of the follow-up activities, please contact either Dr. Barbara J. Argumedo or Mr. James H. Folkening, Community College Services Unit, at (517) 373-3360.

cc: Administrative Secretary,
State Board of Education
Advisory Committee Members
Occupational Education Contact Persons
Deans of Student Services
Instructional Deans

A SURVEY OF STUDENT ASSESSMENT AND REMEDIAL DEVELOPMENTAL EDUCATION IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

COLLEGES' DESCRIPTIONS OF THEIR EFFORTS/PROGRAM(S) (SURVEY QUESTION 26)

Prepared for the

State Board for Public Community and Junior Colleges

Coordinated by

Dr. Barbara J. Argumdo
Higher Education Management Services
Community College Services Unit

January, 1989

STATE BOARD OF EDUCATION

Cherry Jacobus, President

Annetta Miller, Vice President

Dorothy Beardmore, Secretary

Rollie Hopgood, Treasurer

Dr. Gumecindo Salas, NASBE Delegate

Barbara Dumouchelle

Marilyn F. Lundy

Barbara Roberts Mason

Governor James J. Blanchard
Ex-Officio

STATE BOARD FOR PUBLIC COMMUNITY AND JUNIOR COLLEGES

Shirley Perkins, Chairperson

Wallace B. Smith, Vice-Chairperson

Kathleen Straus, Secretary

Dr. Gladys Beckwith

Frank Mead

Dr. Norman Schlafman

James F. A. Turner

Bert Walker

TABLE OF CONTENTS

College		Page
1.	Alpena Community College	1
2.	Bay de Noc Community College	3
3.	Delta College	4
4.	Glen Oaks Community College	5
5.	Gogebic Community College	5
6.	Grand Rapids Junior College	7
7.	Henry Ford Community College	8
8.	Highland Park Community College	8
9.	Jackson Community College	9
10.	Kalamazoo Valley Community College	10
11.	Kellogg Community College	12
12.	Kirtland Community College	14
13.	Lake Michigan College	17
14.	Lansing Community College	18
15.	Macomb Community College	18
16.	Mid Michigan Community College	20
17.	Monroe County Community College	22
18.	Montcalm Community College	23
19.	Mott Community College	24
20.	Muskegon Community College	25
21.	North Central Michigan College	27
22.	Northwestern Michigan College	28
23.	Oakland Community College	29
24.	St. Clair County Community College	41
25.	Schoolcraft College	42
26.	Southwestern Michigan College	43
27.	Washtenaw Community College	45
28.	Wayne County Community College	47
29.	West Shore Community College	50
30.	Ferris State University	51

Question 26:

Using the following five headings, furnish a description of your remedial/developmental efforts or program(s). This narrative will be an important component of the final report and should be written to be of utilitarian value to remedial/developmental educators and policy-makers.

A. Academic Assessment Practices
B. Academic Placement Practices
C. Academic Instructional Practices
D. Student and Program Evaluation Practices
E. Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education

** ALPENA COMMUNITY COLLEGE **

Academic Asessment Practices:

All full-time students entering A.C.C. or those planning to enroll in a math or English course are required to take the ASSET placement exam. The ASSET scores and High School transcripts are sent to the studen't assigned advisor, a member of the faculty. Students must meet with their assigned advisor before registering for classes and have their schedule signed and approved by them. Advisors use ASSET scores and High School and college transcripts in aiding their students with appropriate course selection. The Student Services Department has developed a reading/math/English advising guide for faculty advisors to use which correlates ASSET scores with ACC math/English/reading courses. Remedial/developmental courses are no mandatory at this time, only strongly advised for individual student success. If reading scores are below 23, students are required to take a Nelson-Denny Reading Test in the Learning Center to determine comprehension grade level for appropriate reading and English course placement (10th grade level). Other institutionally designed tests may be administered at this time such as a writing placment paragraph test for borderline cases.

Academic Placement Practices

Advisors share ASSET scores with students and point out the correlation between the scores and suggested level coursework. As I said earlier, remedial/developmental courses are not mandatory at this time, only strongly suggested. If students are referred to the Learning Center for additional testing (Nelson-Denny, writing), they meet with one of the directors to review test results and are advised of appropriate course placement in remedial/developmental or regular courses. The student is then referred back to the faculty advisor for final course selection and faculty approval and signature. Faculty can call the Learning Center directors with questions and test results are routinely sent to each student's advisor. Students with overall low ASSET scores are advised to take reduced course loads as well as developmental coursework to prepare for regular college coursework in a semester or two.

ALPENA COMMUNITY COLLEGE (Cont'd)

Academic Instructional Practices:

All remedial/developmental coursework is individually prescribed, developed, and assigned based on the student's individual test scores. Depending on the individual student's needs and desires, coursework materials are chosen and assigned for student work throughout the semester. These materials are reviewed and adjusted and new materials reassigned on a weekly basis as necessary. Learning Center coursework is available in the following areas: reading, grammar and punctuation, spelling, vocabulary development, college study skills, and directed studies (combination of any of the above areas for grant eligible students). All work is small group or individual one-on-one tutoring situations with peer or professional teaching and tutoring staff. Reading courses are limited to 17 students per section and students are also required to work in a lab situation as well as on individually assigned materials. Various types of materials (from printed material to computer assisted instruction) are used according to student need. Individual and small group tutoring is also provided for regular college courses under the supervision of the professional staff.

Student and Program Evaluation Practices:

Individual student remedial/developmental coursework progress is evaluated on a weekly basis and program adjustments made on the basis of the review by professional staff. Students are evaluated at the end of the semester by post testing -- Nelson-Denny, etc. and recommendations are made at that time for further coursework as well.

Yearly program goals are set for the Learning Center by the Directors and Dean of Instruction/Student Services and the two individual grants housed therein and annual reports or progress toward those goals are submitted on a yearly basis to the college administration and government agencies as required.

Students using the Learning Center's services over the semester are asked to fill out an evaluation on a semester basis and interviewed by the Director following that process. Students using the peer tutoring service fill out brief evaluations of the tutors immediately following each tutoring session. Grant participants are also contacted each summer and asked about the quality of the service they received during the school year.

Peer tutors are evaluated on an on-going basis by students as outlined above and twice per semester on a formal basis by the Tutor-Coordinator who is responsible for their training.

Learning Center Directors are responsible for evaluation of the Tutor-Coordinator and Developmental Studies Technician as well as the overall informal evaluation of the operation of the Learning Center on an on-going basis throughout the year. Learning Center Directors are responsible to the Dean of Instruction/Student Services.

ALPENA COMMUNITY COLLEGE (CONT'D)

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

The Directons of the Learning Center are members of the local Literacy Council which is composed of representatives from the public school system, the literacy program, the college, adult education program, public and school libraries, and community members at large. Services are coordinated between the agencies providing remedial/developmental education at various levels from various populations. Referrals are made back and forth by telephone regarding students better served by one agency or another. Sometimes students are shared between agencies and served by both in some capacity and services are coordinated in these cases.

We have a formal agreement with Michigan Rehabilitation Services to assess interests, needs, and abilities of referred handicapped clients and help them plan an appropriate plan of study. Information is shared about client's progress on an on-call basis and grades are reported to the caseworker on a semester basis. We have similar informal agreements with other agencies such as the the Department of Social Services, Job Training and Partnership Act, Displaced Homemaker Program, A.C.C. Educational Talent Search Grant, Alpena Public Schools Adult Education Program, and READ Literacy Program and serve and help place their clients into appropriate programs of study based on their test results and individual goals.

** BAY DE NOC COMMUNITY COLLEGE **

Academic Assessment Practices:

Students are tracked into our developmental programs through a variety of means: ASSET testing, advising/counseling, and instructor referral. Faculty play an important role in identifying students who need special assistance to achieve their academic goals.

Academic Placement Practices:

We do not have mandatory placement; however, we are seriously considering that alternative in the coming year. Our counselors and advisors strongly recommend appropriate courses for students. Currently, we leave the final choice to the student.

Academic Instructional Practices:

Our faculty have been creative in using new methods to teach the underprepared student. They have utilized learning laboratories, new methods of presenting information, individual meetings with students, and group processes, just to mention a few.

Student and Program Evaluation Practices:

Faculty have meetings where they review the evaluation methods they use in developmental courses. Evaluation involves both the individual progress a student makes and the desired course outcome established.

BAY DE NOC COMMUNITY COLLEGE (CONT'D)

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

Our agreements and arrangements are largely informal with the local K-12 school districts, ISD's, community schools, JTPA, etc.

** DELTA COLLEGE **

Academic Assessment Practices:

Assessment - A process designed to identify the student's current skill levels in English language usage, reading, and math. Assessment is not a test which you "pass or fail." The student's assessment scores, as well as other skill indicators, will help the Delta counselor select the right beginning courses for the student. The instrument Delta is using to measure these skills is called ASSET.

Orientation and Advising - Provides the student the opportunity to learn about Delta College programs, classes, and services. The student will meet with a counselor to discuss assessment results, educational plans, and receive advice in selecting the most appropriate beginning classes.

Registration - Students officially enroll in courses, have ID cards validated, pay tuition, and receive a copy of their class schedules.

Academic Placement Practices:

The College "advises" students regarding courses they should take. It does not "place" them. See the attached guide sheet the counselors use for this purpose and the course recommendation based on assessment results.

Academic Instructional Practices

Instruction practices are varied depending on the content area and student skill level.

We use such techniques and strategies as:

-- Lecture/discussion
-- Writing exercises
-- Small group interaction
-- Student presentations
-- Group projects
-- Computer assisted instruction

Student and Program Evaluation Practices:

Student	Program
Test Scores	Retention
Pre - Post	Rather limited at this point, but we are planning to evaluate retention, grades in subsequent classes, student opinions, etc.
Competency based systmes	
Papers, projects, and other measures	

DELTA COLLEGE (CONT'D)

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

Currently working on an arrangement with a local school district to provide basic literacy instruction on our campus. Basic literacy is defined as 0-6 grade level in basic skill areas.

** GLEN OAKS COMMUNITY COLLEGE **

Academic Assessment Practices:

Instrument is ASSET (four components). All new students are assessed, with exceptions as noted in other parts of this report.

Assessment is given at orientation.

Academic Placement Practices:

Faculty have set standards for assessment with ASSET. Use a chart with three levels: basic, developmental, and English composition. Evaluate into Basic Math Series that is programmed learning. Group interpretations are conducted during student orientation. Placement is explained in individual advising sessions; waivers are available at this time.

Academic Instructional Practices:

Use a variety of instructional approaches depending on the nature of the subject matter or individual needs. Including peer tutoring, traditional delivery supported by CAI, self-paced with individual assistance, group tutoring in subject-specific courses, and traditional classroom setting.

Student and Program Evaluation Practices:

Student feedback on content and quality of instruction are provided each semester. Other methods are in the planning stage.

Agreements with Other Agencies Regarding the Delivery of Remedial/ Developmental Education:

N/A

** GOGEBIC COMMUNITY COLLEGE **

Academic Assessment Practices:

Our institution presently uses the basic skills section of ASSET to guide us in our placement of entering freshmen. The faculty advisors are given the results of this placement test when they meet with their advisees. Last year, we tested 275 freshmen, but many late registrants did not take the test. This made gathering results of ASSET's impact on student success extremely difficult and rendered any statistics invalid.

GOGEBIC COMMUNITY COLLEGE (CONT'D)

Academic Placement Practices:

We have not as yet established any definitive policy regarding placement after assessment. Many faculty advisors and students opt to ignore the results of ASSET. Therefore, students are sometimes placed in regular college courses when they don't have the skills to be successful in them. By the time a student realizes he is in trouble, the semester is half over. We also need to work on better double checking of ASSET results. At present, the Dean of Students, the counselors, and developmental instructors identify some incorrect student placements, but we need to do more in this area.

Academic Instructional Practices:

Students, at present, have access to developmental courses which accomodate different skill levels. The coursework is varied to provide opportunities for success to all students. Individualized instruction, classroom instruction, group work, CAI, and faculty and peer tutoring are all instructional aspects of our present program.

Student and Program Evaluation Practices:

During the Spring Semester of 1988, we began a rudimentary evaluation of the effects of placement and developmental classes on student success. Because we had incomplete information for many students, the study was not as helpful as we had hoped. We did learn, however, that the reading and language usage cut-off scores were fairly accurate in determining student success. The math scores were less indicative but that may have been the result of the math's department concerted efforts to properly place their students (using the algebra series in ASSET) initially. We need to do more in this regard to determine both the impact and success of the developmental program. The program will be scrutinized formally in 1990 according to present program evaluation practices.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

N/A

** GRAND RAPIDS JUNIOR COLLEGE **

Academic Assessment Practices:

For the past three years, we used the Triggs Diagnostic Reading Test and Grand Rapids Junior College faculty developed mathematics and writing assessment to identify students' strengths and weaknesses. Assessment results were used to place students in Academic Foundation Program (developmental), permitted or regular college courses.

On May 22, 1988 we began using ACT's ASSET in conjunction with the GRJC Writing Assessment. We have assessed over 1,100 incoming students since that time. Students enrolling in day classes, who have less than a 12 ACT composite score, no ACT scores, less than a "C" GPA, no GPA and/or fewer than 12 earned college credits with less than a "C" average are required to take ASSET.

Academic Placement Practices:

Based on ASSET and GRJC Writing Assessment results, students may be placed in appropriate courses. Students may be placed in developmental, permitted or regular college courses.

Academic Instructional Practices:

All Junior College instructors have the option of testing during the first week of classes to confirm appropriate placement of students. Academic Foundation Program (AFP) instructors meet to discuss students' academic progress and strategies for increasing success. They also provide written recommendations for students' remediation and/or course selections to Counseling and Academic Support Services personnel.

Student and Program Evaluation Practices:

Students are evaluated by AFP instructors. Students are surveyed to the effectiveness of AFP classes. The Dean of Instructional Services is currently conducting an evaluation on the effectiveness of AFP classes and students' success over the past three semesters.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

We have agreed to work with Job Corps, Kent Intermediate School District, Teen/Single Parents and disadvantaged members of the community. We are committed to providing equal access and opportunity for all students.

**HENRY FORD COMMUNITY COLLEGE **

Academic Assessment Practices:

Our assessment practices are required only for the college composition sequence, calculus class, and advanced chemistry. For all other classes, the assessments are optional. We should require all students to be assessed and limit their enrollment to courses that match their assessed skills.

Academic Placement Practices:

We do not have a college-wide evaluation practice. The Career Education Division has periodic evaluations for state funding purposes.

Academic Instructional Practices:

The College is just beginning to look at agreements with other agencies. If we cannot handle a request, we sub-contract with other agencies to provide the needed services.

Student and Program Evaluation Practices:

Question not appropriate for this institution.

Agreements with Other Agencies Regarding the Delivery of Remedial/ Developmental Education:

Do not have any agreements.

** HIGHLAND PARK COMMUNITY COLLEGE **

Academic Assessment Practices:

Academic assessment in developmental courses is accomplished via objectives based criterion referenced testing. Using a pre-test and post-test format, a student's content mastery gain can be measured. A summary picture of class and course academic progress is available using a composite picture of individual student progress.

Academic Placement Practices: All first time students are given the ACT ASSET Placement Test for Math, English and Reading. Students are placed in these courses based on the results of the test.

Academic Instructional Practices: Instructional practices in remedial/development courses have been fine tuned with input from faculty, consultants, and students. Course syllabus have been written to include detailed course objectives. Objective based testing provides a clear picture of student content mastery. Close ties with the Center for Instructional Support Department of the College further enhances student success.

Student and Program Evaluation Practices: Students are evaluated using standard procedures. Many courses provide "sample" objectives based tests to reduce test anxiety and point out general test format and content coverage.

Program evaluation is continuous and done internally by Liberal Arts administrators, staff and students on a semester basis.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

None

**JACKSON COMMUNITY COLLEGE **

Academic Assessment Practices:

ASSET and a writing sample (UM) are the tools for evaluating entering proficiency levels of students, along with specified minimum scores on the ACT or SAT or acceptable grades in college math and English courses. Students may take up to six hours without testing (late registrants only), but have a very limited selection of courses.

Students needing developmental courses are monitored through counselor/instructor contacts, mid-semester evaluations, "post-testing," and final grades. While students are encouraged to discuss their progress regularly with a counselor, that is not mandatory.

Academic Placement Practices:

Students scoring at established levels are required to take relevant developmental coursework to bring their proficiency up to college freshman levels and are not allowed to proceed until their proficiency is judged to be adequate.

Academic Instructional Practices:

Instructors, full- and part-time, are selected with extraordinary care for developmental courses and support activities; only good instructors who truly want to work with these students are assigned. The full-time people generally get some released time every two to three years for their own development and renewal.

We offer a variety of student support programs:

- scheduled and drop-in peer tutoring;
- scheduled and drop-in professional tutoring;
- Learning-to-Learn program for selected students, usually referred by a counselor or instructor;
- tutoring centers in several departments (math, biology, psychology) in addition to DE's tutoring center, where peer and professional tutoring is offered, along with small-group special instruction;
- specially-designed small classes for students needing special help with self-concept, maturity, etc.

JACKSON COMMUNITY COLLEGE (CONT'D)

We have an early warning system in which faculty alert DE or other counselors about students who are falling by the wayside. And each year we try to add one or two DE faculty associates who work part of their load in the DE center so that they can sharpen their skills in working with students who have learning difficulties.

Student and Program Evaluation Practices:

Students in reading and writing classes are pre- and post-tested and may re-enroll if they do not complete satisfactorily in one semester. Students in math technically fulfill their requirement by satisfactory course completion. However, the remedial math is taught with a competency approach to mastery.

The program undergoes regular informal evaluation at the end of Fall and Winter terms. We do not have regular academic program review established at the college, however, so formal evaluation still occurs at irregular intervals.

Agreements with Other Agencies Regarding the Delivery of Remedial/ Developmental Education:

We have no formal agreements.

Through the Tech Prep efforts in our community, we intend to transform at least the high school general education courses so that remediation will not be needed at the college level by recent high school graduates. (But, of course, we will need it for the foreseeable future; we do not intend to participate in agreements which might appear to sanction the graduation of high school students who are inadequately prepared in basic areas.)

** KALAMAZOO VALLEY COMMUNITY COLLEGE **

Academic Assessment Practices: The intent of the assessment and placement program at KVCC is to put students in anenvironment which can best assure their success in academic pursuits. With that goal in mind, ASSET was selected as the instrument, and requirement was placed on degree seeking students. Non-degree seeking students may be waived of this requirement, or their assessment is postponed. In practice, most of the incoming new students are invited to participate in our Student Opportunity for Success (SOS) program, through which they are oriented, assessed, advised, and registered in one session by professional counselors. Those who could not participate in group meetings are assessed and advised on an individual basis. Data gathered and compiled by ACT-ASSET are monitored and communicated to those working in remedial program for curricular modificatioons and to Admissions for recruiting follow-up activities.

KALAMAZOO VALLEY COMMUNITY COLLEGE (CONT'D)

Academic Placement Practices: In addition to a point placement system similar to the ASSET model, counselor advising is added to clarify marginal cases and evaluate other factors. In adition, a class transfer procedure may be used within the first four weeks of a smemster to move students between sequential courses in English Math, and Reading. This process supplements the testing and advising functions.

Academic Instructional Practices: Two different strategies are used to meet different learning styles in all remedial English (excluding ESL), Reading, and Math courses: individualized instruction and traditional classroom strategy. Remedial courses are integrated within each discipline. Full-time, as well as part-time, instuctors staff the direct instruction. Curricular contents and strategies are updated and refined by the collective faculty of the discipline. Beginning fall 1988, an experimental program will be implemented to address holistically a student's personal, career, and academic deficiencies. Students in this program will receive 28 credit hours of learning within two semesters and be ready at the college level with sufficient basic skills.

Student and Program Evaluation Practices: Students' testing scores and performances are tracked routinely by ACT-ASSET services. Individual students' performances are evaluated by each sourse's requirements. The Remedial Program was just reviewed by an interdisciplinary group process in 1987. We do not have a set evaluation time schedule. Due to the pressing needs in this area, the program is constantly reviewed and revised by faculty in the appropriate discipline (not limited to those teaching remedial courses) to meet student needs.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education: As a part of Kalamazoo County's Education for Employment program (K-14 and adult vocational education), we work with the adult education personnel on a regular basis. We are an active member of the Kalamazoo Literacy Task Force and hosted a business-industry breakfast on adult literacy issues. We have an agreement with area adult education programs and other adult literacy programs to assist us with students who read below the sixth grade level. We are also a part of the EFE Curriculum Coordinators Committee which is defining basic skills and general education at the high school level. The Committee consists of curricular directors from all area school districts and KVCC's Dean of Instruction.

** KELLOGG COMMUNITY COLLEGE **

Academic Assessment Practices:

All students who attend new student orientations, express an interest to take an English class or mathematics class, or intend to register for a full-load are required to take the ASSET test. Students enrolling for the first time as part-time students in other courses are urged to take ASSET. The test is given during orientation and at scheduled times each day and some evenings in the Learning Resource Center. A paraprofessional gives and scores the test; a counselor interprets the scores and advises students to complete a student information sheet giving demographics, academic goal, and academic experience. This information also assists the counselors. Plans are underway to use computers to speed the process and gather more data. Students enrolling in English classes off-campus or weekends are given ASSET the first day of class if they haven't taken it previously.

Scores for placing students have been determined through national norms and local pilot tests.

Students whose scores seem inconsistent with their previous academic achievement and who question the results may take an additional diagnostic test in the Writing Skills Center, Study Skills Center, or Mathematics Clinic. The Center instructor provides the counselor with results to use in confirming or adjusting the original placement recommendation.

Academic Placement Practices:

Using data from national norms and local samples, scores on the ASSET Language Usage, Reading, Numerical and Algebra tests are used by counselors and faculty to advise students. Students are required to follow the recommendations in English and strongly urged to follow them in math and reading/study skills developmental courses and heavy reading courses. In English, a writing sample the first week is a follow-up assessment and may result in changes. Increasing emphasis on the mathematics scores, including the algebra scores, is occurring this summer. In 1987-88, students who ignored advice or were not tested in algebra experienced severe difficulty in College Algebra. Students with advanced high school mathematics courses can usually be placed based on high school course grades. High school courses and grades are used to help place students in courses requiring extensive reading, but are only marginally helpful in English placement.

Recommendations of Writing, Mathematics, and Study Skills/Reading instructors are recorded on cards given to students completing work in the Centers. Students are to share these recommendations with counselors. We have no consistent measures of the degree to which students share these recommendations or follow them.

Academic Instructional Practices:

The instruction is aimed at serving all students who seek assistance at the level of their skills with the primary goal being attainment of skills necessary to be successful in college certificate and degree courses. Individualized instruction in Writing, Mathematics, and Study Skills/Reading Centers is provided during blocks of time for 1-3 credit hours. Enrollment is open, so students identifying a need for help during the semester or unable to complete another course successfully may move

into the Center. Diagnostic testing, prescribed individualized learning activities, and post testing are provided. Students are advised, based on achievement, as to their program for the next semester. Students advised to sign up for the Centers either score below the level required for the group instruction on ASSET or need specialized help, such as spelling, in addition to group instruction classes. Group instruction in writing, math, and study skills/reading aims at student learning outcomes which ready students for required courses in certificate and degree programs. In some occupational programs, the developmental writing courses may fulfill three of six hours required in composition. Group instruction combines frequent quizzes, practice, and short assignments. Skills needed in college courses and on the job are practiced, using many examples from these contexts. Sequencing with more advanced courses is well established by instructors teaching developmental and more advanced courses working together (and often teaching both levels).

Student and Program Evaluation Practices:

Students in the Writing, Math, and Study Skills/Reading Centers receive pass/no credit grades; those in group instruction classes receive letter grades which are averaged in gpa's. The "pass" in the centers is based on completion of required hours of instruction and progress toward skills development as assessed on tests and quizzes. Students receive frequent evaluation of progress and an exit interview. Grade level improvement in reading, skills mastered, such as decimals or spelling, usually measured in percentages, are used by instructors to tell counselors and students what their next academic courses should be. Students' performance in group instruction classes is measured against criteria-referenced tests and, in English, writing performance meeting certain criteria. Opportunities to test or write are frequent.

Some follow-up on students' performance in subsequent classes is conducted by the English and Mathematics Departments. An evaluation of academic instruction using course completion, retention, and grades will be conducted 1988-89. Various student and faculty groups will be surveyed to determine unmet needs. Cost effectiveness of various approaches will also be examined.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

** KIRTLAND COMMUNITY COLLEGE **

Academic Assessment Practices:

Since Fall 1986, we have used ASSET to determine the need for, and initial placement in, remedial/developmental courses. Students in reading classes are retested at the first class meeting with the Nelson-Denny Reading Test as a check on original placement and to establish a base score upon which to measure progress. Students in the developmental writing course, as well as the freshman composition course, write an impromptu paper that is used to verify placement.

Academic Placement Practices:

Placement in English 090, the developmental writing course, and in English 086, the basic reading course, is mandatory. Advisors make additional recommendations based on the attached sheets. (See Advisor Course Placement Recommendations.)

Academic Instructional Practices:

At the present time the remedial/developmental math courses are taught in a traditional manner; however, plans are being made to pilot a modular course that will allow students to work independently.

All English and reading courses are taught in a lab setting, using cassette programs, computer-assisted instruction, and lab manuals, as well as one-on-one instruction. A mini-lecture/lab section of the writing course will be piloted in Fall 1988.

Student and Program Evaluation Practices:

Students evaluate instructors and courses each semester, and an external consultant evaluated the program during the fall of 1987. However, there is no formal evaluation being done on a regular basis at this time.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

Not applicable at this time.

ADVISOR COURSE PLACEMENT
RECOMMENDATIONS
(ACT ASSET)

September, 1986.

ENGLISH

Skill Area	Number Correct	Placement
Language Usage	0 - 44	ENG 090
	42 - 44 and Reading Skills 24+	ENG 103
	45+ and Reading Skills 0 - 15	ENG 103/ENG 086
	45+ and Reading Skills 16+	ENG 103

READING

Skill Area	Number Correct	Placement
Reading Usage	0 - 15	ENG 086
	16 - 23	ENG 096
	24+	Skills Appropriate for college level work

MATH

Skill Area	Number Correct	Placement
Numerical Skills (1)	0 - 5	Tutorial Math (contact Jim Garlo)
	6 - 19	MTH 060
	20 - 32	MTH 090 or 110

UPPER LEVEL MATH

Numerical Skills (1)		Educational Attainment	Placement
20 - 32	+	1 year high school algebra or equivalent college work	MATH 120
20 - 32	+	2 years high school algebra or equivalent college work	MATH 121
20 - 32	+	3 years high school mathematics or equivalent college work	MATH 180
20 - 32	+	4 years high school mathematics or equivalent college work	MATH 220

ASSET SCORES/PLACEMENT for Comparison with UPPER LEVEL MATH

Skill Area	Number Correct	Placement
Beginning Algebra (11)		
*1-5 + Numerical Skills Score < 16 (less than)		MATH 060
*1-5 + Numerical Skills Score ≥ 16 (greater than or equal)		MATH 090 or 110
	6 - 13	MATH 090 or 110
	14 - 20	MATH 120
	21 - 25	MATH 120 or 121 or Test 111
Intermediate Algebra (111)	0 - 5	Take Test 11
	6 - 12	MATH 120 or 121
	13 - 20	MATH 180
	21 - 25	MATH 180 or Test 1V (College Algebra)

* CHANGE FOR 1987/88 ACADEMIC YEAR

** LAKE MICHIGAN COLLEGE **

Academic Assessment Practices:

Developmental programs encompass the disciplines of Reading, Writing and Arithmetic. The students are advised into appropriate classes/ groupings based on results of the placement (ASSET) test. In addition, students are administered a diagnostic test for further assessment/ evaluation and placement. Students' achievements are monitored on a daily basis to ensure proper placement and success. For further assessment, students are evaluated with an objective referenced test and placed into appropriate curricula.

Academic Placement Practices:

Beginning Fall 1988 all first-time/full-time students will be required to participate in developmental education based on results of the assessment (ASSET). All students will be guided by this practice by Fall 1989.

Academic Instructional Practices:

Recognizing diverse learning styles, students receive instruction through the following diversified delivery systems:

Whole group
Individualized
Video
Audio-tutorial
Interactive video
Computer-assisted instruction

Student and Program Evaluation Practices:

Students' academic achievement in the developmental classes is evaluated on an informal, day-to-day basis as well as upon completion of the course. Reading students in addition are administered the post-Nelson Denny Reading Test to measure achievement. Students in developmental programs will continue to be evaluated in order to provide data for future program evaluation.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

Lake Michigan College is in the beginning stages of affiliating with area businesses in providing literary training. Communication is currently starting to take place between the two entities. JTPA (8% funds) are used to provide developmental education to selected Private Industry Council clients.

** LANSING COMMUNITY COLLEGE **

Academic Assessment Practices:

LCC assesses students at several points. Admissions counselors often refer students for assessment. Assessment also occurs during the START program, an orientation program. Assessment is offered to many new students at registration. Much assessment occurs during the first class sessions. A few programs assess students prior to admittance.

Academic Placement Practices:

Generally, placement recommendations are advisory, except where a specific course prerequisite is stipulated.

In some areas advisory placement is much more strongly urged than in others. In a few specific programs, placement is virtually mandatory although it may be possible to adjust placement for special cases.

Academic Instructional Practices:

LCC strives to promote instructional practices that are compassionate yet rigorous for developmental classes. A strong effort is made to teach the level of student need, to provide successful experiences, and to maintain high standards of achievement. A variety of instructional delivery modes are employed ranging from traditional classrooms to individual tutorials.

Student and Program Evaluation Practices:

Pre- and post-test scores, retention rates, and student success are all factors used to evaluate programs. In addition, standard accreditation procedures for the College apply to developmental programs. Faculty are evaluated according to a college-wide system, and student grades are used to evaluate students.

Agreements With Other Agencies Regarding The Delivery of Remedial/Developmental Education:

Fee-for-service agreements have been developed with business, industry, and government. Agreements are also developed with local adult and community education programs. Individual students in dual-enrollment situations must have the signed agreement of their high school principals or counselors.

** MACOMB COMMUNITY COLLEGE **

Academic Assessment Practices:

All new students are required to participate in an assessment of basic skills in English, reading, and math in order to select the appropriate entry-level classes. Students whose test scores indicate a deficiency that would not allow them to begin with regular college-level courses may be referred to our Special Services Department. Counselors conduct more intensive interviews, may recommend additional diagnostic testing and make referrals to an instructional specialist within the department, the College learning centers, and when appropriate, to a Michigan Rehabilitation Services counselor available on campus one day each week. An evaluation of the academic progress of all enrolled students is made within the first six weeks of each college term. An intervention program is under development to address the needs of students identified during this early warning process and whose success is in jeopardy.

Academic Placement Practices:

Students new to Macomb are required to participate in an assessment of basic skills in English, reading, and math. The results of this instrument are used by counselors to assist students in selecting certain entry-level courses for which they possess the appropriate prerequisite skill level. Early analysis supports the relationship between minimum skill level at the point of entry and successful course completion. Studies are underway to determine the effect reading level has on student success in courses across the curriculum.

Academic Instructional Practices:

Students identified as needing remedial/developmental assistance are "advised" to take the appropriate course(s) in English composition, reading, mathematics, E.S.L. and/or College Survival Skills, but students are not required to follow such advice. These courses are fairly traditional in their structure and methodology and are taught by contractually qualified faculty in the discipline to which the course is assigned--sometimes part-time and sometimes full-time faculty. These courses are intended to equip students with the basic skills to succeed in normal collegiate-level courses. In addition, students in need of remedial/developmental assistance can utilize the services of our Learning and Academic Assistance Centers where they can receive help in individual and small group settings from professional staff in the Centers in reading, writing, and mathematics and study skills. For some students, peer and para-professional tutoring is available if they qualify and if they wish. Counseling services are available to all students and "special services" are available to students who qualify.

Although most of the components for a successful remedial/developmental program exist at the College, these components are not structured in such a way to provide comprehensive and holistic "treatment" for students.

Student and Program Evaluation Practices:

We have no specific and distinct evaluation process for our remedial/developmental students or program. Student progress and achievement are evaluated by classroom teachers as part of their normal responsibilities in teaching such classes, just as they would in any other class. Student success rates in remedial/developmental courses are reviewed as they are in other courses by appropriate area administrators and faculty. We really don't have a distinctly identifiable remedial/developmental program; we have remedial/developmental courses and we have services for students needing remedial/developmental assistance. Consequently, we don't really have evaluation practices specifically designed for our remedial/developmental "program."

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

Through the Center for Human Resource Development (CHRD), a Job Training Partnership Act (JTPA) grant was received from the Macomb/St. Clair Private Industry Council for Basic and Employability Skills Training (Project BEST). Group and individualized instruction is given in reading, math, and employability skills in a four-week program. At the end of each program, each group of students is tested. Students who need additional remediation before entering specialized training or enrollment into the college are encouraged to continue work in the Learning Center on an individual basis. Progress is monitored by the teaching team until the individual goals have been reached.

Students enrolled at Macomb through the Special Services Department of the College have an orientation period prior to the beginning of actual classes to improve basic skills. Most of the students have been recruited from various agencies within the county.

** MID MICHIGAN COMMUNITY COLLEGE **

Academic Assessment Practices:

All new students taking six or more credit hours are required to participate in basic skills assessment prior to attending an orientation/course reservation session. In order to ensure that assessment takes place prior to the orientation/course reservation session, no student is permitted to register for the session until after the assessment has taken place.

The names and addresses of all new students are routed to the Counseling/Assessment Center. The Center then sends the assessment information and schedule to the prospective student. The student identifies the assessment date desired and returns this reservation to the Center. Immediately following assessment, the student registers for an orientation/course reservation session.

If a new student is unable to attend a scheduled assessment date, the student can make an appointment to take the test on a CPT.

The assessment is administered by trained technicians with placement recommendation being made by professional staff. The results and recommendations are then available at orientation/course reservation sessions.

Academic Placement Practices:

All score ranges with the specific placement recommendations were determined by the appropriate faculty. The placement recommendation for students scoring in the decision zone on English is based upon the student's writing sample.

Because we do not have mandatory placement, all counselors assertively use the placement recommendations when assisting new students with course reservations.

In addition, all remedial/developmental classes provide additional testing during the first week of classes. For example, the reading classes are administered a diagnostic reading test to determine specific reading weakness. If a student is successful on the diagnostic test, the student is so informed and may drop the reading class. The remedial English students are required to write an essay during the first week of class and if, in the instructor's opinion, the student is ready for Freshman English Composition, the student is encouraged to move up.

To date, upward movements have been minimal. However, the process allows for corrections due to placement errors or to correct for a student experiencing a poor testing day.

Academic Instructional Practices:

Through the ILC (Individualized Learning Center), the College attempts to assist students who are deficient in certain areas of study or who may need review of materials due to long absence from the classroom. Courses include MAT 035, 036, 037, 100; ENG 049, 057, 061, 067; ACC 050; ECO 175. It is recommended that students lacking in basic studies enroll in ILC courses prior to fall enrollment.

The ILC offers students an opportunity to improve their basic skills. Following the diagnostic test and/or initial conference with the Director/Instructor, students are counseled through an individualized program of self-improvement.

Assistance with writing problems includes improvement of organization, sentence structure, paragraph development, mechanics, grammar and spelling.

Training materials are available on goal setting, time management, listening skills, memory improvement, note-taking, test-taking and other skills to improve learning.

The ILC laboratory is equipped with microcomputers and provides programmed materials, tapes, and reading machines to students. Students work independently. However, the Instructor and aides are available to assist when necessary.

Student and Program Evaluation Practices:

All students are requested to fill out Teacher Effectiveness surveys for all classes being taught by remedial/developmental personnel. The results of the survey are shared with the Instructor, Director and Dean. Program and class goals are developed to improve instruction.

Reading gains evaluations are also accomplished and information is shared with faculty (all desiring information) and students.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

Mid Michigan Community College has continually worked cooperatively with area schools and with local, county and state organizations to promote and deliver remedial/developmental education to its constituents.

Collaborative proposals have been written (and funded) with area Adult Basic Education personnel. A literacy consortium program has been funded using local agencies and the community colleges. JTPA, TIPS and Michigan Opportunity Card will also require continued cooperation with local agencies.

** MONROE COUNTY COMMUNITY COLLEGE **

Academic Assessment Practices: All entering students who are full-time or are taking a math or English class are administered the Assessment of Skills for Successful Entry and Transfer(ASSET). Approximately eighty percent of all entering students are administered this test. This instrument measures student skills in language usage, reading and numerical ability. Local, state, and national norms are utilized to determine individual skill levels.

Academic Placement Practices: Mandatory placement of students is not a policy of this College. Academic placement is done by mutual agreement of a Counselor and the student. The results of ASSET testing and academic records are used to determine placement. Once a student is enrolled faculty recommendations are also utilized for placement purposes. Scores on evaluative instruments are only one factor in the placement process. The interpretation or evaluation of the total individual and their past academic history is involved and not just an evaluation of assessment scores.

Academic Instructional Practices: The majority of our effort to aid students who have remedial/developmental needs is centered around non-credit offerings and tutoring assistance. Our Learning Assistance Lab provides free tutoring services which are both developmental and program specific as needed. Statistics on use of this free tutoring service indicate an average of 1500 contracts per semester.

Also, following are specific credit and non-credit courses listed in the taxonomy under 1.51:

ENGL 103 Grammar and Punctuation
ENGL 104 Spelling Improvement
ENGL 105 Vocabulary Building
ENGL 140 Reading Improvement & Study Skills

CECS: Non-credit
ENGL 701 Prepare/Freshman English
MATH 701 Arithmetic Review
MATH 702 Math Anxiety Seminar

MONROE COUNTY COMMUNITY COLLEGE (CONT'D)

Student and Program Evaluation Practices: Program evaluation at Monroe County Community College is handled through student follow-up surveys, placement student follow-up, MISIS information and work with advisory committees. Course and curriculum changes are updated on an on-going basis.

Since the majority of our developmental help is on an individual basis, student success in class is the main evaluation component to determine success in tutoring.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

We have a verbal agreement with the K-12 districts in the county that we will not provide any high school completion work. Our developmental work is mainly focused in the tutoring and non-credit areas. We work closely with the districts to avoid overlapping of services. The K-12's have responsibility for providing adults with high school completion coursework for GED's and remedial help toward that end. The relationship with the K-12 districts is close. Our president meets monthly with the superintendents to keep lines of communication open. Minutes of the July 8, 1987 meeting included the following statement: "A motion was made by Mr. Kachmeister supported by Dr. Bonnette to adopt a resolution that the Monroe County Superintendents Association endorses the present delivery system of education for adults as established in Monroe County in co-operation with the Monroe County Community College with post-high school classes being offered by the Community College." Motion carried.

** MONTCALM COMMUNITY COLLEGE **

Academic Assessment Practices:

Since June, 1987 we have used ASSET to test the academic achievement of our students. With the exceptions of nursing and cosmetology, (which require testing of all students) the tests are mandated on a course-by-course basis. Any student who is required to test is given the Language Usage, Reading Skills and Arithmetic Skills tests. The Study Skills Inventory is optional and Algebra Skills tests are administered to students wishing advanced placement.

Academic Placement Practices:

There is no mandatory placement in developmental courses; however, specific developmental courses are recommended to students who fall below base scores on one or more of the ASSET measures. These appear on the ASSET Student Advisement Report each student receives. Furthermore, students must score at or above specific levels in order to enroll in most math courses. If they do not, they have three options: 1) enroll in a developmental course, 2) retest after an eight-week waiting period, or 3) choose neither option and just don't take the course.

Students are also referred to a counselor if they fall below the base score on one or more of the ASSET tests. This often results in restrictions on the number of credit hours for which a student may enroll and/or restriction to developmental coursework only.

MONTCALM COMMUNITY COLLEGE (CONT'D)

Academic Instructional Practices:

The Developmental Skills Program consists of one open lab. Students schedule themselves during the hours the lab is open each week.

Instruction is on an individualized basis. Students use workbook-style texts which are supplemented by audio-cassettes, video-cassettes and computer software.

Successful completion of a course is contingent upon passing instructor designed post-tests over each assigned unit from the text. Completers are re-tested with the appropriate ASSET measure. While these test results have no bearing on grading, they are used as part of program evaluation and for meeting minimum standards for admission into most math courses.

Student and Program Evaluation Practices:

Program evaluation consists of a yearly report authored by the Developmental Skills Coordinator. Primarily reported are data related to enrollments, grading patterns and pre/post test results.

Some tracking of developmental students has been done, but this effort has been neither consistent nor thorough.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education: None

**MOTT COMMUNITY COLLEGE **

Academic Assessment Practices:

All entering students at Mott Community College (MCC) are required to complete a battery of placement tests. Test results, along with previous academic records, student goals and self assessment, and counselor/advisor assessments are used to guide students into course work which is at their level of competence. Once courses have been selected, an additional assessment is completed during the first week of basic skill coursework (i.e. developmental writing, developmental math). Students who have been misplaced initially, may be transferred to a higher or lower level course depending on the results of the second assessment. By having two different assessment, the chance for errors in course placement are minimized.

Academic Placement Practices:

All placement in courses at MCC which is the result of the academic assessment practices noted above is non-mandatory. Although, students are strongly urged to follow the advisor/counselor/instructor recommendations, the final decision as to course placement is the students. Students are not allowed to waive course prerequisites which have been published in the catalog and the schedule of classes without the approval of the instructor in the course.

MOTT COMMUNITY COLLEGE (CONT'D)

Academic Instructional Practices:

All developmental coursework is taught by regular full-time faculty members who have selected the assignment because of their interest and skills in teaching developmental students. Developmental classes may count as credit toward graduation (maximum of 12 credits), are graded as Pass(S)/Fail(U) and do not carry honor points, and have a reduced class size so that most instruction can be individualized. In addition, to the instructional practices listed about, peer tutors are available for tutoring support and students who meet special needs qualifications are provided with professional tutors, staff assistant support, and interpreters where needed.

For the Winter, 1989, an innovative program of computer assisted instruction to supplement those services listed above has been proposed.

Student and Program Evaluation Practices:

All students and programs are evaluated in conformance with normal college procedures. Students in developmental coursework who meet special needs eligibility requirements (approximately 800) are evaluated more frequently throughout the semester.

Agreements with Other Agencies Regarding the Delivery of Remedial/ Developmental Education:

No formal agreements regarding the delivery of remedial/developmental education have been signed with other agencies. However, it is our practice to serve those students who have completed high school or the equivalent. Non high school graduates are generally referred to local high school completion programs especially those non-completers who have a need for developmental coursework.

** MUSKEGON COMMUNITY COLLEGE **

Academic Assessment Practices:

The English Placement test is broken down into skill areas of punctuation, sentence structure, verb usage, and pronouns. The student is given weekly work/test prescriptions in the areas of weakness.

Math: Each module is represented on the pre-test. The student tests, takes appropriate mods, and post-tests.

Reading: Nelson-Denny results are fed into a computer which recommends courses and appropriate texts/materials.

Students taking Math or English must be pre-tested.

MUSKEGON COMMUNITY COLLEGE (CONT'D)

Courses:

Math

Mod A - Pre-Algebra
B - Fractions
C - Decimals
D - Percent
E - Units of Measurement
F - Metrics
G - Ratios, Proportions, Averages

Writing

Eng. 114 - Refresher English (Ind.)
Eng. 199 - Individualized English
Eng. 100 - Group Refresher

Reading

English 104 - Essential Reading Skills (Below 10th grade)
English 234A - Vocabulary/spelling
English 234B - Speed/Comprehension
English 234C - Study Skills
English 234D - Library/Research Skills

Academic Placement Practices:

Area	Pre-Test		Assignment
Math 035	Institutional Math 040 Test	Pass	Enroll in Math 050
		Fail	Take Math 035
		Pass	Enroll in Math 040
		Fail	Diagnose errors, enroll in Math mode (035)

Writing	Score	Assignment
Institutional Writing test with essay	High	English 101
	Medium	English 101 and 114
	Low	English 114A or 100
	Very Low	English 114B, then 100

Reading		
Nelson-Denny Test	Above 10th grade	English 234
	10th grade or below	English 104

Academic Instructional Practices:

All PALab courses are taught one-on-one. Most courses comprise of a 15 minute weekly conference with an instructor, meetings as needed with paraprofessionals, weekly homework, and skill-specific tests.

Some PALab courses are more rigidly structured than others. We have tried group classes in math and reading but prefer individualized classes.

MUSKEGON COMMUNITY COLLEGE (CONT'D)

Student and Program Evaluation Practices:

All Students: Daily work, attendance, pre-post tests, and chapter tests. A point system is the rule in grading.

All Faculty: The department chair holds evaluations according to the Master Agreement. Unsigned student evaluations are taken every semester. Each math instructor also receives a print-out showing how he/she has graded compared to the other, but with privacy ensured.

Program: English 114 grades are compared with English 101 grades. Tabulation of all grades every semester.

Texts: Reading texts are listed in order of the average measured growth of students using them.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

None.

** NORTH CENTRAL MICHIGAN COLLEGE **

Academic Assessment Practices:

None that is systematic.

Academic Placement Practices:

None.

Academic Instructional Practices:

Two Study Skills and two English 100 classes in traditional classroom practices.

There are two classes which fit under a broad definition of Developmental Studies. Each of these classes is taught by traditional classroom practices.

Student and Program Evaluation Practices:

Course by course evaluations covering content and methodology are done each semester.

NORTH CENTRAL MICHIGAN COLLEGE (CONT'D)

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

None.

** NORTHWESTERN MICHIGAN COLLEGE **

Academic Assessment Practices:

The ASSET (Assessment of Skills for Successful Entry and Transfer) is required before course registration. Assessment for language usage, reading, numerical and algebra skills help students identify their strengths and weaknesses as they relate to course placement in English and math. The student is exempt from ASSET if s/he has a college degree or has taken college level English or math successfully.

Academic Placement Practices:

The academic placement of students in English, reading, and math courses is mandatory.

Academic Instructional Practices:

Instruction in developmental courses still follows the traditional classroom delivery. There are many support services such as: tutoring, computerized orientation, academic advising, and an across the curriculum writing center. Northwestern Michigan College currently has many services for developmental students yet the overall program needs unification and commitment from all faculty and staff.

Student and Program Evaluation Practices:

Students in developmental English and reading classes are administered a pre- and post assessment of skills. Our overall developmental education program is currently being reviewed. This review includes: a summary of our existing developmental program, review of current literature and exemplary programs across the country, and finally rationale for change and recommendations for improvement at Northwestern Michigan College.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

NONE

BASIC SKILLS PROGRAM

MISSION: The Oakland Community College Basic Skills Program is a college-wide program designed to meet the developmental needs of students identified and referred by means of college-wide screening, department assessment, student services and/or academic records.

Quality education is provided through counseling and a variety of educational approaches to develop critical thinking, study skills, and academic success in reading, writing, listening/speaking, and arithmetical/mathematical reasoning.

GOALS:

A. The Basic Skills Program will establish counseling settings that enable its students to gain success skills.

1. Objective: Student Selection

a. Students will be identified by the Student Services Staff as directed by the Dean of Students and referred to the Basic Skills Counselor(s).

1. New students will be identified by ASSET scores indicating skill levels needing remediation.

2. Returning students will be identified by academic performance necessitating a status of Academic Probation, Withdrawal Range, or having been withdrawn from the college.

3. Students will be oriented, advised and counseled regarding their status and educational alternatives.

b. Students who are determined to be appropriate candidates will be referred to the Basic Skills program

c. On-going counseling will be required of all Basic Skills students on an individual and/or group basis.

2. Objective: Curriculum

a. CNS 114, Seminar: Human Potential. Through this seminar, participants will develop

techniques to identify their personal strengths and potential; acknowledge and understand their personal achievement patterns; become aware of their own value system; become capable of achieving immediate and long-range goals that utilize their personal strengths and values; identify areas of latent potential and the means of resolving conflict; learn techniques of self-motivation and increase self-esteem.

b. CNS 115, Career Planning, is a career planning class designed to orient students to college; to assist students in becoming more aware of themselves and others, (SELF AWARENESS); in becoming more aware of careers and career options (CAREER AWARENESS); in the development of decision-making skills (DECISION-MAKING); and the development of skills related to planning and implementation of realistic life/career goals (CAREER PLANNING).

In order for Basic Skills students to enroll in this course, they must have successfully completed ENG 102 (Reading) or have an ASSET Reading Test score of at least 20.

c. CNS 116, Personal assertiveness. This course is designed to demonstrate techniques of direct, honest, and appropriate expression of feelings, opinions, and beliefs. Differences between aggressive, non-assertive, and assertive behaviors will be studied and practiced. Methods of self-expression that encourage direct, honest communication will be studied and practiced.

d. Specialized personal development skill building seminars/workshops will be made available to program participants as needed. Participants will also be able to participate in appropriate seminars which are available to all OCC students.

3. Objective: Staffing

a. The Educational Counseling functions as determined for the Basic Skills Program will be staffed and implemented by the Campus Counseling Department.

CNS instructor(s) will teach courses within the Basic Skills Program.

b. The counseling personnel attached to the Basic Skills Program will have developmental educational training/background as determined appropriate by the Campus Counseling Department.

At least one Basic Skills Educational Counselor will be a college representative to the Oakland County Inter-Agency Council and of the appropriate inter-agency local committee to be better able to refer participants for supportive life services.

4. Objective: Services

a. The IIC will provide necessary support services for participants in curriculum areas.

b. The LRC will be available to provide materials and support services for students.

c. The Career Centers will be available to all participants with staff to assist in their use.

d. Appropriate educational materials and equipment will be made available for student use (e.g. Interest Inventories, MOIS, Career Searches, Discover for Adults, and updated computer guidance packages).

B. The Basic Skills Program will establish settings that enable its students to gain competency in study skills.

1. Objective: Student Selection

a. Students will either use the Individual Instruction Center (IIC) on a voluntary basis or as referred by their instructor(s) for specific skill development and/or coursework tutorial assistance.

b. Upon meeting the prerequisites,each Basic Skills student will be required to enroll in IIC 057, College Success Skills.

2. Objective: Curriculum

a. IIC 057, College Success Skills, is the formal study skills component of the Basic Skills Program. This four credit course presents a wide range of study skills in a workshop style; however, lecture, discussion and demonstration methods will also be used. Study Techniques will be demonstrated and practice assignments will be given in various group settings. Each practice activity will be reviewed in small groups, individually or as a class.

b. The prerequisite for IIC 057 is successful completion of ENG 102 or having an ASSET Reading Score of at least 20.

3. Objective: Staffing

a. Instructors for the IIC 057, College Success Skills, offering in the Basic Skills Program will be primarily selected from the full-time IIC faculty; however, the course, or components of it, may be taught by Basic Skills instructors from other disciplines. Experienced adjunct faculty will be hired as needed.

b. The remaining IIC support services to the Basic Skills Program as described in the Services Objective 4 below will be supplied by the appropriate members of the IIC staff.

4. Objective: Services

a. IIC Services: The IIC provides a warm, friendly location where students can study, and receive one-to-one help with difficult course work or individualized skill building instruction.

COURSE	SERVICES
b. ENG 052 ENG 054 ENG 055 ENG 055.2 ENG 056	Provide an area for small group sessions or one-to-one assistance by IIC staff as well as computer assisted instruction/drill.
c. ENG 102	Provide an area for small group sessions or one-to-one assistance by IIC staff; also, provide programs and equipment for individualized reading improvement with increasing levels of complexity. Provide the equipment and staff needed to administer readins assessment tests with the Visagraph.
ENG 104	Provide the same services as for ENG 102 except for the fact that the emphasis of program and equipment is now for individualized reading improvement concentrating on comprehension and speed.
d. MAT 105	Provide an area for small group sessions or one-to-one assistance by IIC staff as well as computer assisted instruction/drill.
e. SPE 129	Provide an area for small group sessions or one-to-one assistance by IIC staff. Assistance will be provided in reading, writing and information gathering.
f. CNS 114 CNS 115 CNS 116	Provide an area for small group sessions or one-to-one assistance by IIC staff. Assistance will be provided in reading, writing and information gathering.
g. IIC 057	Provide an area for small group sessions or one-to-one assistance by IIC staff. Assistance will be provided in specific study skill techniques.

C. The Basic Skills Program will establish settings that enable its students to gain competency in reading.

1. Objective: Student Selection

a. Students who score between 10 and 24 on the ASSET Reading Test (or comparable reading instruments) will take developmental reading, English 102.

b. Students who score between 25 and 29 an the ASSET Reading Test (or comparable reading instruments) will take reading improvement, English 104.

2. Objective: Curriculum

a. English 102, Developmental Reading. Students will employ a step-by-step approach using classroom/lab settings to improve their vocabulary and reading comprehension.

b. English 104, Reading Improvement. The students will increase reading speed and comprehension as well as improve reading habits in general. This course is not designed for specific remedial problems.

3. Objective: Staffing

Instructors for Basic Skills English reading courses will be selected primarily from the full-time English faculty, with experienced adjunct faculty hired as needed.

4. Objective: Services

a. The IIC para-professionals will provide support in reading for English 102 and 104 students as part of their responsibilities.

b. The English Department laboratory staff will provide support in reading for English 102 and 104 students as part of their responsibilities.

c. The IIC and English Department staffs will provide individualized and small group reading support for English 102 students as well as rate and comprehension resources for English 104 students.

d. Appropriate resources will be required to upgrade equipment and materials in the English/IIC departments.

D. The Basic Skills Program will establish settings that enable its students to gain competency in writing.

1. Objective: Student Selection

a. Students who have a combined score between 36 and 59 in Language Usage/Reading on ASSET will take English 052, Elements of Written Communication.

b. Students who have a combined score between 60 and 75 in Language Usage/Reading on ASSET will take English 131, Fundamentals of Communication.

2. Objective: Curriculum

a. English 052, Elements of Written Communication. The students will punctuate and phrase an appropriate sentence, spell common English words and increase their vocabulary range so as to communicate at varied levels of experience.

b. English 131, Fundamentals of Communication. The students will identify the basic elements of oral and written communication process with emphasis on words, sentences and paragraphs. Also, the students will manipulate these elements in basic communication situations.

3. Objective: Staffing

Instructors for Basic Skills English writing courses will be selected primarily from the full-time English faculty, with experienced adjunct faculty hired as needed.

4. Objective: Services

a. IIC para-professionals will provide writing assistance for English 052 and 131 students as part of their responsibilities.

b. English Department laboratory staff will provide writing assistance for English 052 and 131 students as part of their responsibilities.

c. The IIC and English Department staffs will provide writing assistance for English 052 and 131 students as part of their full-time responsibilities.

d. Appropriate resources will be needed to up-grade equipment and materials in the English/IIC departments.

E. The Basic Skills Program will establish settings that enable its students to gain competency in listening/speaking.

1. Objective: Student Selection

Students will be identified for SPE 129, Interpersonal Communications for Careers, based upon skill level or specific skill needs in the following areas:

a. Clarity and audibility of speech (diction, articulation and pronounciation).

b. Dialect/accent problems.

c. Listening improvement needs.

d. Control of communication anxiety.

2. Objective: Curriculum

a. The Basic Skills speech curriculum is intended to develop the oral proficiency and listening skills of students identified as "limited in English usage," whether due to disadvantages or handicaps, foreign born or native American. The goal is to enable them to achieve personal and academic success.

b. Speech 129, Interpersonal Communications for Careers. The student who enrolls in SPE 129 will develop clarity of articulation, learn to speak with sufficient/appropriate volume and rate for understandability. The student will learn to word questions clearly and effectively listen/respond to questions, relay messages clearly and effectively, interact orally and listen well in group situations as well as to follow directions and control communication aprehension.

c. Classroom methods and objectives include the following:

1. The diagnosis of specific individual skill deficiencies of students.

2. Prescribing exercises and activities to correct deficiencies.

3. Retesting or measuring new competencies in oral and listening skills.

4. Observation (either live or using vidiotape recordings) of oral proficiency and listening skills.

5. Written tests as needed.

3. Objective: Staffing

a. Instructors will be professionals who are graduate trained in developing speaking/listening competencies.

b. A speech correctionist is needed for consultation in cases where severe speech problems are present so that an appropriate referral can be made or a remediation program can be identified.

c. Basic skills staff, especially counselors, will make recommendations based upon student performance and academic records.

d. Peer tutors may be used after they have been trained by experts in specific skill development methods provided they work under the supervision of trained graduate staff.

e. Qualified citizens (retired teachers, etc.) may be used as assistants under the supervision of trained, graduate staff.

4. Objective: Services

a. Instructional staff will need access to current professional publications, print materials and audio or video tapes developed by experts in the field of speaking/listening skills.

b. Instructional staff and students will need access to college or department speech equipment for classroom instruction and laboratory practice and student assessment of listening/speaking skills.

c. The Basic Skills SPE 129 sections require access to a quiet, non-public area for the location of recording equipment (audio and video) for student practice.

English 102 (Reading) or an ASSET Reading test score of at least 20.

3. Objective: Staffing

   a. Instructors for Basic Skills Mathematics courses will be selected primarily from the full-time Mathematics faculty, with experienced adjunct faculty hired as needed.

   b. Tutorial support in the IIC will come from professional mathematics faculty as well as upper level mathematics students.

4. Objective: Services

   a. Support for mathematics instruction will include the IIC facility, which will be the primary focus for whatever self-study, multi-media, and tutoring which may be a part of the program.

   b. Basic Skills Counselors will be regularly available to Basic Skills Mathematics students for group and/or individual counseling.

   c. IIC staff with required expertise will be regularly available for mathematics tutoring; student tutors as well as professional mathematics tutors will be utilized.

   d. The services of a Testing Center would provide an important element of support for Basic Skills mathematics instruction.

Assistance is available at the campuses of Oakland Community College for those students who may be hampered in achieving success in college courses due to the effects of learning disabilities.* The college recognizes the academic potential of these students and strives to provide reasonable accommodations to assist them in becoming successful, **learning enabled persons.**

Support services at Oakland Community College are based upon **sensitivity, advocacy, academic modifications, tutorial aid,** and a network of internal and external **consultation resources.**

Sensitivity. The college makes a continuing effort toward **increasing the understanding of learning disabilities** on the part of faculty and staff through a variety of informational meetings, in-service workshops, and internal publications.

Advocacy. Each campus of Oakland Community College has a designated member of the full-time counseling staff who serves as a **Counselor-Advocate** on behalf of persons with learning disabilities, assisting them toward attaining individual success experiences.

Academic Modifications. In keeping with the "reasonable accommodation" guidelines of Section 504, Subpart E of the Vocational Rehabilitation Act of 1973, every attempt is made to **adjust testing** procedures and to provide **course modifications** in keeping with the needs of each student. In addition, arrangements are made for student access to notetaking assistance, taping of lectures, and the recorded textbook program.

Tutoring. Individual **course tutoring** at each campus Individual Instructional Center (IIC) can be supplemented with **peer tutoring** and both on-campus and off-campus **specialized LD tutoring.** The latter service is made available to students certified as eligible for support services by Michigan Rehabilitation Services.

Consultation. The college works cooperatively with external agencies such as the **Michigan Rehabilitation Services (M.R.S.)** and the William Beaumont Hospital **Center for Human Development (CHD)** in assisting the LD learner.

The **M.R.S.** provides vocational and career assistance to adults who have physical, emotional, or learning disabilities. The agency can assist eligible Oakland Community College students in the following ways:

A. Certification of students so that they can qualify for Special Needs help at the college

B. Ongoing service to reach a vocational objective which may include:

1. Guidance and counseling
2. Assistance with college costs (in case of financial need)
3. Help with purchase of special equipment and aids
4. Job placement services

The college's consultative relationship with the **Beaumont Center for Human Development** (CHD), Royal Oak, Michigan provides outstanding resources for diagnostic referrals, tutorial services, and counseling support. The staff of the CHD also is a valuable resource for the in-service education of the college staff.

Within the college, a network of **Faculty Mentors** has been established, consisting of a group of faculty who have assisted learning disabled students. They serve as consultants to other faculty interested in accommodating the needs of the LD learner. In addition, each campus IIC has a collection of **HELDS (Higher Education for Learning Disabled Students) Booklets** describing modifications for teaching LD college students in specific subjects.

** ST. CLAIR COUNTY COMMUNITY COLLEGE **

Academic Assessment Practices:

The current assessment has been in place for a number of years and seems to serve the students' needs.

Academic Placement Practices:

Recommendations are made and students with limited or no skills are required to take classes as indicated on the tests. Students with weak skills are given a written recommendation to take the courses and have this recommendation explained in an individual counseling and advising session.

Academic Instructional Practices:

Students take traditional classes in remedial English, Reading, Study Skills and Math. Only teachers who have an interest in teaching these courses are assigned this instruction. The Student Learning Center deals with students on a one-to-one basis. They provide Professional Academic and Personal Counseling, Peer Tutoring and academic planning and help provided by a learning specialist.

Student and Program Evaluation Practices:

The individual departments make all decisions on student evaluation. In English and Math a grade of C or above indicates the student is ready to move to the next level. In Reading a standard post test score and a Final grade of C or above is used as an indicator. The Reading Instructor has individualized conferences with each student completing the course. Those with Reading skills under level 11.0 are recommended to take a continuation Reading course.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

None in place.

** SCHOOLCRAFT COLLEGE **

Academic Assessment Practices:

The Developmental Education Task Force at Schoolcraft College is currently developing an integrated approach to the delivery of the college's remedial/ developmental efforts in the basic skill areas. A copy of the 1987-88 Interim Report is attached. Faculty input will be solicited in September 1988, with further development and limited implementation occurring during 1988-89.

Currently, Schoolcraft has a mandatory assessment and placement program for all new students. The Developmental Education Task Force is identifying assessment tools for exiting developmental education based upon competency criteria.

Academic Placement Practices:

Students are required to take developmental classes in those basic skill areas where a deficiency exists within the first 12 hours of registration at Schoolcraft. In addition, students on academic probation are assessed regarding basic skill competency and are required to address any deficiencies before enrolling in higher level classes.

Academic Instructional Practices:

Faculty in the basic skill areas are beginning to develop a variety of instructional modes to accommodate diverse learning styles of students. More peer tutoring, small group instruction, and audio-visual material may be utilized. In addition, the pace of instruction is being examined. Students in the beginning and intermediate algebra courses will have an option of extending the class over two semesters. General math students may be able to work on specific skill weaknesses through modules and audio-visual materials.

Student and Program Evaluation Practices:

Student evaluation has received much serious attention this past year. All faculty must provide regular feedback to students throughout the semester. The college has also updated a numerical grading scale in order to more effectively evaluate student performance.

Program and discipline evaluations are scheduled on a regular basis. Information is solicited from students, faculty, graduates, and advisory committees.

In addition, academic data are collected and made available to instructional administrators as a research base for program improvement.

SCHOOLCRAFT COLLEGE (CONT'D)

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

To date, informal agreements have been established between local high schools, adult education centers, and rehabilitation agencies regarding developmental education. Referrals between these educational institutions and agencies are a common practice. Representatives from Schoolcraft College provide input through Advisory Committees and vice versa. Written, formal agreements are non-existent at this time.

** SOUTHWESTERN MICHIGAN COLLEGE **

Academic Assessment Practices:

A strength of our program is assessment. With very modest exception (under 2% of all students), every student new to Southwestern Michigan College is assessed as to current writing, reading and mathematic skills. Assessment is available in an open center -- every day and one evening per week plus extra times during registration. Tests are scored immediately and results are available to appropriate counselors within minutes after assessment finishes. The assessment form comes from admissions with appropriate assessment indicated by the intake counselor. Assessment results include placement course requirements with space for counselors to indicate any deviation made along with the rationale for deviation and the counselor's signature. The system is quick and efficient. Neither students nor admissions is slowed by assessment. Testing all students with uniform standards causes students to view assessment as fair and just. Documentation of deviations allows evaluation of assessment practices.

Academic Placement Practices:

Academic placement is mandatory, another strength of our program. Using standardized tests with established norms, students falling below the 35th percentile for entering freshmen are required to take developmental course work. This may be in one or two areas (writing and math for example) allowing selection of appropriate regular freshman classes, or the requirement may be a total developmental load. The fully developmental student enrolls in 12 semester credits in reading (3 credits), writing (3), mathematics (3) and College Success Strategies (3). Totally developmental students are counselled by a developmental counselor; partially developmental students see a Student Services counselor. In all cases, academic placement is mandatory within a curriculum. Developmental course work must be taken first. The college and students tend to see college level work as equal across departments. The nursing student who's reading at the 10th percentile is no more likely to succeed than is the auto mechanic. Students view equality of placement favorably. The entire college has found it beneficial to remove subjectivity from placement practices.

Academic Instructional Practices:

With the single exception of College Success Strategies, developmental course work uses three instructional systems. In a regular semester, each class meets one hour per week in large group instruction (lecture, guest speaker, media presentation, etc.). Two other hours per week are spent in one-on-one individual instruction or small group seminar sessions. Courses meet 45 - 48 clock hours per credit length session. Instructors are on duty 8 a.m.-5 p.m. daily plus 7-10 p.m. Monday through Thursday evenings. Students must attend each course the required 45 - 48 hours per session but are encouraged to attend additional hours as needed. Students are encouraged to seek learning assistance from the entire staff rather than one assigned instructor. For example, a student who doesn't understand Ms. X's math lecture is encouraged to attend Ms. Y's or Ms. Z's instead. Supplementing structured work are tutors and a CAI center staffed by developmental college faculty. Most materials are on video tape and available in a viewing center as well.

Student and Program Evaluation Practices:

Student progress is tracked on a daily basis. Performances are checked each afternoon with referrals made to appropriate parties for those students falling below minimum standards. A segment of weekly staff meetings is devoted to finding solutions for students in whom progress is not being seen. Students are issued a progress sheet and can keep track of grades earned each day. Final grades are the traditional A-B-C and F plus a grade of CP (continuous progress). A CP is issued only to students making continuous progress but not minimum standards by final exam date. No D grade is issued. To give credit when someone is less than average in developmental work is seen as defeating the purpose. The program is evaluated weekly by the team and each semester by the college president. The president receives a program analysis each session including grades earned, progress in traditional classes after developmental completion, etc. The Vice-President for Instruction monitors the program on a regular basis.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

The only formal agreement is with the Private Industry Council of our area. That agreement specifies that PIC clients enrolling in post-secondary work will be assessed and placed under college guidelines applicable to all SMC students. PIC covers tuition and book costs for its clients. The college receives no additional PIC funding for developmental funding as PIC clients are seen as and treated like all other students.

** WASHTENAW COMMUNITY COLLEGE **

Academic Assessment Practices:

WCC is committed to both open access and academic excellence, and to providing the best match of student abilities and institutional offerings, and

WCC believes in the importance of having all its students demonstrate proficiencies in reading, writing, and mathematics to meet their educational and career goals, and

WCC endorses a student success approach to education through an orientation, assessment and student progress system.

All entry students starting college for the first time and taking credit bearing courses will receive as part of the orientation process a basic skills assessment that normally would include, but not limited to, a testing component. Students may have the testing activity postponed or waived entirely if it is the judgment of the college that this assessment component would be seriously detrimental or irrelevant to the educational goals of the given student.

Academic Placement Practices:

All students will be counseled into developmental reading, writing, and/or mathematics courses as needed to meet the required course or program prerequisite skills in those areas in which the student plans to study. These placement standards will be established in consultation with faculty in the given academic areas.

The College will establish and maintain a minimum basic literacy standard that all students must meet prior to registering for graduation applicable credits. Students below this standard will be required to take prescribed basic literacy skills courses, although this requirement would not preclude such students from concurrently taking other courses suitable to their literacy skill levels. The emphasis will be on individual student-college staff interaction as these decisions are made.

Exceptions to required enrollment in basic literacy skill courses will be determined in consultation with faculty in each instructional area. However, the intent of this policy is to minimize these exceptions.

Academic Instructional Practices:

Reading Center: The Reading Center is a learning area where Reading classes are taught and students who wish to improve their reading, vocabulary and spelling, or study skills can come for help. If you have any questions about the Reading program, contact the Reading Center Office located in SC 301.

Math Center: The Mathematics Center (LA 320, 322, and 323) provides many services - all designed to improve the students' mathematical skills in a non-threatening environment. Many of the self-paced mathematics classes meet in this area. They are numbered MTH 039, 090, 097A, 097B, 163, 165, 169A, 169B, and 177. Placement tests designed to counsel students into the proper level course for their needs and abilities are administered and evaluated. Information regarding courses, procedures, policies, schedules and degree program requirements is readily available. Some instructors have their self-pace mathematics students utilize the available micro-computers for additional practice.

Writing Center: Two services are offered at the Writing Center. First the Center provides you with a lab service when you are enrolled in English 050, 091, 100, and 111. Second, the Center assists you in completing writing assignments for any course at the College. Students can work with Center staff on any aspect of a writing project, from deciding on a topic, writing a thesis, organizing ideas, to reviewing a rough draft or proofreading a final copy. "Writing Lab News" is available in the lab, SC315, for hours of operation during any particular term.

Writing Center (cont.): Below is an outline of our writing courses and a "decision table" to help students select the course best suited to their needs.

ENG 091 (writing fundamentals) long paragraphs, short essays, writing lab. Take this course if you need practice writing paragraphs and short essays.

ENG 050/051 and 040 (writing basics) sentences, short paragraphs, grammar/ mechanics, writing lab. Take this course if you need to strengthen basic writing skills: grammer, sentence and short paragraphs.

Student and Program Evaluation Practices:

The College will establish and maintain a student progress system intended to monitor the progress of students as they address basic skills and program required courses.

Using 1987-88 as a base year, data will be collected and analyzed to provide information for comparative evaluation of the success of students who receive developmental instruction and of students who do not participate.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

None.

** WAYNE COUNTY COMMUNITY COLLEGE **

Academic Assessment Practices:

During January of 1987 Wayne County Community College instituted a comprehensive assessment program. Prior to that time, students took the Reader's Progress Scale, a seven minute reading assessment, for placement in English, and an in-house mathematics examination, for placement in math.

However, in order to gain a more complete portrait of student's entry level skills and to place them in classes commensurate with their skill level, all incoming students, effective January 1987, have taken Asset, which measures achievement in reading, language usage, and mathematics. Based on the scores received on this instrument, students are advised on the appropriate basic studies courses for their program of study.

As a result of Asset, our developmental course offerings have increased significantly. At several campuses, over 80% of the new in-coming students are advised to enroll in developmental courses during their first year. Interestingly enough, increased enrollment has occurred in these courses without mandated placement.

The College is currently instituting procedure for monitoring student's academic performance and retention with the confidence that appropriate placement, which has already begun, will significantly enhance retention.

I have enclosed copies of our Asset cut-off scores and the range of basic skills and developmental courses which the College currently provides to students.

Academic Placement Practices:

Wayne County Community College administers Asset to all new students. Based on the scores received on this instrument students are advised on the selection of courses, academic programs, and are given assistance with special needs identified from the Asset questionnaire.

In developmental reading courses, the accuracy of placement is validated by administering a reading assessment that measures achievement in vocabulary and comprehension (for all students enrolled). This assessment is given during the second week of the term. Based on the results, coupled with a personal interview, students who are misplaced are transferred to the appropriate classes.

Although Wayne County Community College does not practice mandatory placement, there has been a significant increase in developmental courses offerings since the inception of Asset. In fact, at several of the campuses over 50% of the first term students enroll in basic skills courses.

WAYNE COUNTY COMMUNITY COLLEGE (CONT'D)

Academic Instructional Practices:

The purpose of the Freshman Learning Institute is to increase the retention and academic performance of underprepared students. Students who need basic skills development in math, reading, writing, and oral communication can enroll in the Freshman Learning Institute Program. They are provided assigned counselors, innovative instructional activities, and academic monitoring and intervention system, tutorial services, computer-assisted instruction, and other experiences designed to increase their interactions with their academic environment.

Students selected for the Freshman Learning Institute enroll in a block scheduled, developmental instructional program. Classes are provided in Reading, Mathematics, Psychology, Career Education and and Community College Orientation. Based on the scores achieved on Asset, students have the option of enrolling in three distinct blocks of scheduled classes.

The instructional strategies utilized in the courses are innovative. Phase A and Phase B courses utilizes a mastery learning instructional modality and are conducted in a laboratory setting on an individualized basis. To facilitate this instructional strategy, the course content has been divided into units, all of which must be completed successfully for students to exit from the course. To increase students' opportunities to complete course requirements on time, the Learning Laboratory Coordinators and Tutors will work with instructors do design and implement innovative learning support activities. This procedure will allow students, for the most part, to meet the exit criteria of the courses by the end of the semester and to graduate within the same time frame that the vast majority of the Wayne County Community College students do -- three years.

Student and Program Evaluation Practices:

Both formative and summative evaluations are conducted by the developmental program. In the areas of reading development, pre and post reading assessments are collected and analysized to determine students' reading progress and to verify that students are meeting the exit levels of their courses. Moreover, the following statistics are kept on developmental students: the mean G.P.A. for developmental students; the mean number of credit hours attempted and earned; the G.P.A. for students who return vs. those who do not return; the percentage of students who complete the semester; the percentage of students who return the following semester. In addition, at the end of each semester questionnaires are forwarded to all students who do not enroll for the next term. Information gathered from these questionnaires are shared with college and faculty and staff.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

EXTERNAL RELATIONSHIPS

Wayne County Community College has begun to extend its formal and informal agreements with external agencies to provide developmental education. At the Ford Plant in Brownstown, WCCC's Downriver Campus has an agreement with the UAW/Ford to provide basic skills instruction on site. Instruction is offered in basic reading and mathematics and supported through computer-assisted instruction laboratories. At General Motors sites, counseling and motivation seminars for unemployed G.M. workers have been provided before these students enroll in courses at the College. These seminars were conducted by a member of the counseling staff and were designed to introduce students to the resources of a collegiate environment and to build their confidence.

With Detroit Public Shools, WCCC has established a collaborative relationship whereby DPS provides GED instruction at two of the college's campuses - Eastern and Northwest. Once these students earn their GED, they are encouraged to enroll in one of the College's programs.

EVALUATION

To measure the effectiveness of the developmental program, the following evaluative criteria are used:
1. The retention of students enroled in developmental courses at the end of the semester and the percentage of students who enroll the following term;

2. The mean grade point average of students who return and those who drop;

3. The mean number of credit hours attempted and the mean number earned;

4. The completion rate and G.P.A. of students who complete basic math courses before enrolling in advanced math courses.

For reading courses, pre and post assessments are administered, either the Gates MacGinitie or Nelson Denny, to validate the accuracy of the Asset placement and to determine whether students have met the exit criteria of the specific course. Frequently students who have shown satisfactory progress, but have not met the exit criteria at the end of the semester are given additional time without having to re-enroll in the course.

** WEST SHORE COMMUNITY COLLEGE **

Academic Assessment Practices:

Students who have not submitted ACT or SAT scores, or who have not met one of the exceptions must complete the ASSET Skills Inventory. ASSET sessions are scheduled during registration periods, and students who cannot attend one of the sessions may schedule to take ASSET individually in the Learning Center. ASSET sessions are also built into the orientation program. Students receive a copy of their scores and a detailed explanation of what those scores mean in terms of course placement at the end of each ASSET session.

Academic Placement Practices:

Students must place into transfer-level courses either through completing ASSET or submitting SAT or ACT scores. If scores are below a certain cut-off point, students will be required to complete developmental courses prior to entering transfer-level courses. Students who score 44 points or below on ASSET's Language Usage Inventory, or who submit an ACT English score of 13 or below, are required to complete a remedial English course before entering English Composition I. Students who score 18 or below on ASSET's Reading Skills Inventory, or who submit an ACT composite score of 10 or below, must complete a developmental reading course before entering English Composition I. Vocational students who score 9 or below on ASSET's Numerical Skills Inventory, or who submit an ACT math score of 1, must complete a basic mathematics course prior to enrolling in Vocational Mathematics I. Academic students who score 17 or below on ASSET's Numerical Skills Inventory, or who submit an ACT score of 9 or below, must complete a basic mathematics course prior to enrolling in a transfer-level mathematics course.

Academic Instructional Practices:

There are three settings in which instruction takes place at the developmental level. Basic Mathematics (MMTH 051), Fundamentals of English (CENG 051), Reading Improvement (CENG 052), and College Learning Strategies (CENG 101), are all three credit developmental courses that are taught in the traditional classroom setting. The second setting is the Learning Center which offers five one credit "improvement" courses in comprehension, vocabulary, writing, punctuation, and spelling. These courses are individualized through using CAI with a pretest and a post test. Students must log thirty clock hours on the computer to earn credit (Random House's BLS series of software is used for each course). Keedy & Bittenger's Basic Mathematics is the book used for Basic Math. Helen Mills' book, Commanding Sentences, is used in Fundamentals of English. The Nelson-Denny Reading Test is utilized as a pretest and post test in Reading Improvement. Students are grouped at their reading level and progress through the Challenger series of reading workbooks. Students in Reading Improvement are also required to log two hours each week working in the Learning Center on the Reading Efficiency System (CAI). College Learning Strategies, a study skills course, will be offered for the first time this fall. Students enrolled in any of the above courses who need additional instruction are referred to the Learning Center. The third instrucitonal setting is one-on-one tutoring which is offered through the Learning Center.

WEST SHORE COMMUNITY COLLEGE (CONT'D)

Student and Program Evaluation Practices:

Students are evaluated in developmental courses on the basis of letter grade. In Reading Improvement (CENG 052) each student's progress is measured through comparison of the Nelson-Denny pretest and post test scores. Program evaluation practices are being developed for fall semester.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

None

** FERRIS STATE UNIVERSITY **

Academic Assessment Practices:

Student assessment practices vary from subject area to subject area but in general the following procedures, tests and inventories are used to assist faculty in best meeting student academic needs.

1. ACT profile
2. High School records
3. Writing sample
4. Degrees of Reading Power Test
5. Learning Skill Diagnostic Inventory from Indiana University
6. Self-Study Questionnaire taken from Focusing on College
7. Individual Conferencing - required twice a term as part of the G-E 103 Freshman Seminar course. This is an orientation/ transition course.

Academic Placement Practices:

The academic placement procedures are outlined below by subject area.

MATH ACT	MATH RECOMMENDATIONS YOUR HIGHSCHOOL MATH BACKGROUND	MATHEMATICS COURSE
0 - 11	Gen Math or Algebra	MTH 090 Fund of Math
12 - 16	Less than one year Algebra	MTH 090 Fund of Math
	At least one year Algebra	MTH 111 Begin Algebra
17 - 19	Less than two years Algebra	MTH 111 Begin Algebra
	Two full years of algebra	MTH 121 Inter Algebra
20 - 22	One or two years of Algebra	MTH 121 Inter Algebra
23 - 26	2 yrs Alg & less than 1 sem trig or 1 sem trig with C- or lower grade	MTH 124 Trigonometry or MTH 128 Math for Business

23 - 26	2 years Algebra and 1 sem trig with C or better	MTH 125 Coll Alg & Trig or MTH 128 Math for Business

READING RECOMMENDATIONS
FOR RED 065

If your ACT Standard Scores are:

08 or below on Social Studies --If both ACT scores fall at or below the range, you are required to take RED 065

and/or

12 or below on Natural Sciences --If one score is above the range and one score is below the range, RED 065 is recommended

(If both scores are higher than these ranges) --RED 190 is also available to assist students in acquiring more advanced reading skills

FOR RED 063 - RED 190
IN THE COLLEGIATE SKILLS PROGRAM

If your score on the Degree of Reading Power test is

67 or below --RED 063 is required

68 or above --RED 190 is required

ENGLISH RECOMMENDATIONS

ACT English Score	Course
1 - 10	ENG 074 (Fall)

If student reports weak performance in high school English with ACT 10 - 15, recommend ENG 074 placement

11 - 36	ENG 111

If your ACT score is 22 or above, advanced placement test is available

CLEP (College Level Examination Program)

If a student has a composite score on the ACT of 22 or higher, and has high school grades in special subject areas such as math, science, or history of A's and B's, then they should consider taking these advanced placement tests for college credit. If the composite score is less than 22 but the student has subject scores of 24 or higher, they should consider taking the CLEP exam in the subject fields in which the score is 24 or higher.

STUDENTS ARE ONLY ELIGIBLE TO TAKE THE CLEP EXAMINATIONS FOR CREDIT TOWARD GRADUATION PRIOR TO THE COMPLETION OF THEIR FIRST ACADEMIC QUARTER.

FERRIS STATE UNIVERSITY (cont'd):

Academic Instructional Practices:

The instructional practices are overviewed below by subject area.

Mathematics

The one remedial math course offered by Ferris State is MTH 090. This class is a four credit hour course that meets four times per week. The class size is limited to twenty-five students and the course is strongly supported by a remedial math lab that is staffed by both para-professionals and student tutors. The lab uses both computer software and paperware to assist instruction. MTH 090 deals with four basic math areas: whole numbers, fractions, decimals and elementary algebraic operations. The course is graded on an A-F basis but does not count for graduation credit. Students must earn a minimum grade of a C- to advance to the next level of math instruction. Teaching in MTH 090 does vary with some instructors opting for a programmatic/module approach, others using a more traditional classroom approach.

Reading

There are four remedial reading courses offered to Ferris students: RED 065 and RED 063, RED 064, RED 066. The course content, philosophy and approach in the remedial reading class are generally identical. The different numbering of the courses are because RED 063-064-066 are only for General Studies students, who are participating in the Collegiate Skills Program (CSP). The Collegiate Skills Program is a comprehensive developmental program which is competency based.

All reading courses meet four hours per week are limited in class size to twenty-five students and use the Degrees of Reading Power (DRP) test as a pre and post test measurement. RED 063-064-066 are graded credit/no credit while RED 065 is graded on an A-F scale.

All reading instructors at Ferris State take a whole language/ comprehension centered approach. Students are immersed into language usage for ten weeks. The course objectives for all reading courses are as follows:

1. Students will read a variety of written work including text, text passages, novels, and numerous current articles to develop skills in flexible reading.

2. Students will be able to identify the major parts of a reading selection. (Topic, main idea, supporting details)

3. Students will be able to summarize a reading selection including main idea, supporting details, and a personal evaluation.

4. Students will be able to use specific techniques to increase comprehension of a given selection. (Pre-reading, skim, scan, context clues, vocabulary, CLOZE, MAZE)

5. Students will be able to discuss and answer the question, "What is Reading?."

Students in RED 063 must reach a competency level in order to progress to the "college level" reading course RED 190*. The competency level is a raw score of 68 on the DRP test. Students unable to reach competency are required to enroll in an additional term of remedial reading (RED 064). Students unable to reach competency in RED 064 must enroll RED 066. Students unable to obtain competency in RED 066 are generally dismissed from the University.

An additional strength of the reading program is that most freshmen in remedial reading are also in remedial writing and General-Education 103 freshman seminar--both of which are language oriented.

*RED 190 is required of General Studies students but is not a developmental reading course.

English

ENG 074, ENG 075, ENG 076 are the remedial English courses taught at Ferris State. ENG 074-075-076 are four credit classes that meet four days per week. Class size is limited to twenty students. These courses are graded on a credit/no credit basis and do not count toward graduation. The ENG 074-075-076 classes use a writing sample assessment as a pre and post test and are competency based courses. A student enrolled in ENG 074 would follow the same progression as described in the reading procedure found on page 3 if a student failed to reach competency. Students reaching competency can enroll in ENG 111, the first course in the freshman composition sequence.

ENG 074-075-076 focuses on composition skills primarily using the narrative as the main form of writing. A great deal of in-class writing is done. Peer editing techniques are used along with one-to-one teacher student conferences.

ENG 074-075-076 instruction is strongly supported by a remedial writing lab that is staffed by paraprofessional and where instruction is one-to-one.

Student and Program Evaluation Practices:

STUDENT EVALUATION

As described in the instructional portion of this survey, most of Ferris State University's remedial offerings are competency based using either a standardized test or an in-house measure. The reading course uses the Degrees of Reading Power test published by the College Board and requires a raw score of 68 to demonstrate competency. This score is equivalent to the fifieth percentile of the spring of the twelfth grade. RED 065 is an exception to this; it is not competency based and uses the traditional A-F grading scale.

The English department use a fifty-minute writing sample judged by trained raters for its competency measure. Four raters read each writing sample, two use an analytic approach (in which numeral values are assigned to each of several catagories) and two use a wholistic approach of writing skills. Agreement of three of the four raters that the essay meets competency level is needed for approval.

The MTH 090 courses require a C- overall average for a student to pass on to the next level of math which is MTH 111. The department does use an in-house final exam test as part of the overall grade determination.

PROGRAM EVALUATION

Program operations are reviewed on an annual basis by each department through their individual curriculum committees. In most cases, student pass rates, withdrawal rates, enrollment levels, course placement and course content are evaluated and compared to previous years. All appropriate changes would then be recommended to the department as a whole for approval and implementation.

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

We have none.

PLEASE RETURN BY: AUG 0 5 1988

A SURVEY OF REMEDIAL/DEVELOPMENTAL EDUCATION IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

A State Board for Public Community and Junior Colleges Project

Coordinated by Dr. Barbara Argumedo
Michigan Department of Education
Community College Services Unit

with technical assistance from
The Industrial Technology Institute Community College Liaison Office

COLLEGE: _____

NAMES AND TITLES OF PERSONS COMPLETING THIS SURVEY:

_____

_____

_____

_____

_____

_____

PURPOSE:

The purpose of this study is to obtain information about student assessment, academic placement, and related remedial/developmental education efforts in Michigan's public community colleges. For purposes of this study, the American Association of Community and Junior College's definition of remedial/developmental education (11/87) is used. Their definition is as follows:

> The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

METHODOLOGY:

All 29 community colleges are being asked to complete the following survey. At each institution, the President will be asked to designate one individual who will be responsible for ensuring that all appropriate staff are notified and have input into the completion of this survey. The administrators responsible for academic instruction and student services at each college will receive a copy of the letter sent to their President. At each institution the number of individuals assisting in the completion of the survey may vary from one to many, although the expectation is that only one survey will be returned from each college. For this reason it is strongly recommended that a committee representative of the various remedial/developmental efforts be formed to coordinate the completion of a single survey form. This is not a study of program effectiveness. Individual confidentiality is assured for college staff responding to the survey. Study reports will be largely statistical, although they may note specific institutional efforts in remedial/developmental education. Every college President will receive a study report. As well, copies will be sent to all individuals who participate in completing the survey form.

1. Once again, read the definition of remedial/developmental education on the previous page. For purposes of operating your own program do you agree with this definition?

____YES ____NO

If you answered NO to question 1 please provide your own working definition of remedial/developmental education:

_____

_____

_____

_____

2. Does your institution have a "mission statement" or set of "strategic goals" in which remedial and/or developmental education is addressed?

____YES ____NO

If YES, provide the statement or goal(s) in the space below. If necessary, attach a separate sheet.

_____

_____

_____

_____

_____

_____

3. Which of the following apply to your college testing of newly admitted students? (Check all that apply.)

____There is no testing

____All students are tested

____Testing based on specific course requirements

____Testing is optional

____Degree seeking students only are tested

____Freshmen only, not transfer students, are tested

____Full-time students only are tested

____Both full-time and part-time students are tested

4. If testing is required of newly admitted students, can the requirement be waived?

____YES ____NO

5. Under what conditions is testing waived? (Please explain:)_____

_____

_____

_____

_____

_____

_____

_____

6. What methods do you use to identify students who need remediation? (Please check the tests you use.)

____**Standardized Test(s)** (Published)

____ASSET (also check which components you use)

____Language Usage

____Reading

____Numerical

____Algebra (Elementary, Intermediate, or College)

____Advanced Language Usage

____College Board MAPS (Multiple Assessment Programs & Services)

____College Board CLEP (College Level Examination Program)

____Nelson-Denny

____Other (Please specify:)

_____

_____

____**College Developed Test(s)** (Specify for what purpose, e.g. writing:)_____

_____

_____

____**Other Methods**

____Instructor/Counselor Referral

____Student Referral

____High School Record

____ACT Scores

____Other (Please elaborate:)_____

_____

_____

7. Of the methods you use from the previous list, are there any with which you are dissatisfied?

(Please elaborate:)_____

_____

_____

_____

8. Is placement in remedial/developmental courses mandatory for those who have tested as needing it in the following areas?

	YES	NO
Reading	____	____
Writing	____	____
Math	____	____
ESL	____	____
Other(s)	____	____

If Other, please specify:_____

_____

_____

9. How much credit toward a degree does your institution grant for remedial/developmental courses?

____Full Credit

____Limited Credit (Specify the limit of credit hours_____)

____No Credit

10. What is your institution's policy regarding the grade earned in a remedial/developmental course? (Please check only one.)

____It is included in a student's G.P.A.

____It is not included in a student's G.P.A.

____It is a department's prerogative to include it in a student's G.P.A.

____None of the above (please explain:)_____

_____

_____

_____

_____

_____

11. Are remedial/developmental efforts centralized or decentralized within your institution?

____Efforts are centralized in one unit

____Efforts are decentralized across curricular areas

12. Which of the following are components of your remedial/developmental efforts? (Please check all that apply.)

____Academic Advisement

____Academic Assessment (e.g. Formal Testing)

____Individual Assessment (e.g. Personal Counseling, Financial Assistance)

____Specialized Assessment (e.g. Handicapped)

____Prescription for Assistance

____Feedback to Faculty re: the Institution's Remedial/Developmental Efforts

____Feedback to Faculty re: Individual Student Progress

____Linkage Between Remedial/Developmental Efforts and Instructional Objectives of Individual Non-Developmental Courses

____A System for Monitoring Student Progress

____Competency-Based Instruction

____Yearly Program Evaluation

____Tracking of Student Success (e.g., course or program completion, school retention)

____Basic Skills (Reading, Writing, Math)

____Study Skills (e.g., note taking, test taking)

____Critical Thinking/Reasoning Skills

____Technical Literacy (occupational areas)

____Computer Assisted Instruction

____Classroom Instruction

____Professional Tutoring, Program Specific

____Professional Tutoring, General

____Peer Tutoring, Program Specific

____Peer Tutoring, General

____Group Tutoring

Continued, next page...

____Individual Counseling

____Career Planning/Counseling

____Orientation to College Life

____Other (specify:)_____

_____

_____

_____

13. How are remedial/developmental efforts delivered? (Please check all that apply.)

____Traditional classroom setting (whole group instruction with students of varying academic abilities)

____Individualized learning labratory (non-computerized)

____Computer-assisted instruction

____Focused group instruction according to academic need/ability (e.g. subtraction of fractions)

____One-to-one individualized instruction

____Variety of opportunities to meet the diverse learning styles of students.

____Other (specify:)_____

_____

_____

_____

_____

_____

_____

_____

14. What is the college's maximum student-teacher ratio in remedial/developmental courses?

Note: Define teacher as all professional and non-professional staff who provide instructional assistance to students.

	MATH	READING	WRITING	ESL	STUDY SKILLS
Traditional classroom					
Individualized learning laboratory (non-computerized)					
Computer-assisted instruction					
Focused group instruction according to academic need					

15. What methods do you use to evaluate individual student progress in remedial /developmental efforts? (Check all that apply)

____Pre-test/post-test comparison

____Completion of modules/competency based materials

____Post-test only

____Course completion

____Other methods (elaborate:)_____

_____

_____

16. How often are remedial/developmental efforts evaluated, either formally or informally?

____Each term/semester

____Annually

____Every two years

____As need arises

17. When did you conduct your last formal evaluation of your remedial/developmental efforts (e.g., institutional by a peer review committee or an external review)?

_____

18. Please identify the number of students by race and sex who enrolled in at least one or more remedial and developmental courses for Fall term, 1987. Please do not refer to IPEDS data from Fall Enrollment Form Part C, 1.a., which would result in an undercount of developmental students served. **Please note that students may be counted more than once.**

FALL 1987

REMEDIAL/ DEVELOPMENTAL	Black/ Non-Hisp.		Hispanic		Asian/ Pacif. Island		Am. Indian/ Alaskan Nat		White/ Non-Hisp.		Non-Res. Alien		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Math																
Reading																
Writing																
Other (specify)																

19. Please provide an enrollment summary of students by age who enrolled in at least one or more remedial/developmental classes in Fall, 1987. Please do not refer to IPEDS data from Fall Enrollment Form Part C, 1.a., which would result in an undercount of developmental students served.

AGE	MEN	WOMEN
Under 18		
18-19		
20-21		
22-24		
25-29		
30-34		
35-39		
40-49		
50-64		
65 and Over		
Age Unknown		
TOTAL STUDENTS		

20. How do students find out about remedial/developmental courses and services? (Please check all that apply.)

____On Admission

____Schedule Book

____College Catalogue

____College Brochure

____Orientation

____Referral:

____instructor

____counselor

____outside agency

____other (specify:)_____

____Media (radio,T.V., newspaper)

____Other (specify:)_____

_____

_____

_____

21. Does your college have a professional development program that includes preparation of staff to work with underprepared students?

____YES ____NO

Explain:_____

_____

_____

_____

_____

22. What is your liaison relationship with feeder high schools concerning remedial/developmental enrollment?

Please describe:_____

_____

_____

_____

_____

_____

23. Is remedial/developmental enrollment information at your college sent back to feeder high schools?

____YES ____NO

If YES, what information do you report back?_____

_____

_____

_____

24. Does your institution have an agreement regarding the delivery of remedial/developmental education with any of the following? (Please check all that apply.)

____Area High Schools

____Adult Education

____Business and Industry

____No Agreement

25. List five specific strengths of your remedial/developmental efforts and five areas of major concern.

STRENGTHS:

1._____

2._____

3._____

4._____

5._____

AREAS of CONCERN:

1._____

2._____

3._____

4._____

5._____

26. Using the following five headings, furnish a description of your remedial/developmental efforts or program(s). This narrative will be an important component of the final report and should be written to be of utilitarian value to remedial/developmental educators and policy makers.

Academic Assessment Practices:

Academic Placement Practices:

Academic Instructional Practices:

Student and Program Evaluation Practices:

Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:

ERIC Clearinghouse for
Junior Colleges JUL 07 1989